DOCUMENT RESUME

ED 186 670 CE 025 144

TITLE	Methods and Instruments Used for Evaluating Project MOVE Courses. Project MOVE (Maximizing Options in Vocational Education).
INSTITUTION	State Univ. of New York, Utica.
PUB DATE	80
NOTE	70p.; For related documents see CE 023 593, CE 023 595, CE 024 111-112, and CE 024 114-115.
AVAILABLE FROM	SUNY College of Technology, Department of Vocational Technical Education, 811 Court Street, Utica, NY 13502 ($1.50).
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Attitude Change; *Attitude Measures; *Behavior Change; Check Lists; Enrollment; Evaluation Methods; Females; Formative Evaluation; Graduate Study; *Higher Education; Instructional Materials; Males; Measures (Individuals); Outcomes of Education; Pretests Posttests; Professional Development; *Program Effectiveness; Questionnaires; Self Evaluation (Individuals); *Sex Fairness; Sex Role; Sex Stereotypes; Summative Evaluation; Surveys; Teacher Improvement; *Vocational Education
IDENTIFIERS	Project MOVE

ABSTRACT

This packet contains assessment instruments used to evaluate the effectiveness of Project MOVE (Maximizing Options in Vocational Education) graduate-level courses. (Courses are offered over a two-semester period to vocational educators, administrators, and counselors.) An introduction discusses evaluation methods and presents a chart listing sources of data collection. The chart also indicates the use of each source of data in respect to summative evaluation of course effectiveness, formative evaluation of teaching and materials, and initial assessment of classes' and class members' implementation of the evaluation component of course content. Each instrument is preceded by an explanatory sheet that describes the instrument, gives its purpose, and may discuss reliability and validity. Answer sheets, scoring keys, and examples are provided as necessary. Contents include pre- and post-attitude measures (What Do You Feel, Class Participants' Questionnaire), behavior measures (checklists for student, counselor, and administrator), knowledge measures (Quick Quiz on Title IX, Title IX or Title II Quiz, Changing Work Force and Family Quiz), Youth Group Survey (Attitudes and Knowledges), Evaluation Activities Performed by Class Members, Learning Packet Logs, Learning Packet Self Assessment, and Assessment of Course Materials (Project Status Report, Group Growth Evaluation Form, Class Evaluations, Course Evaluation, Follow-up School Progress Report, and Enrollment Figures). (YLB)

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PROJECT MOVE

(MAXIMIZING OPTIONS IN VOCATIONAL EDUCATION)

METHODS AND INSTRUMENTS

USED FOR

EVALUATING PROJECT MOVE COURSES

SUNY COLLEGE OF TECHNOLOGY
DEPARTMENT OF VOCATIONAL TECHNICAL EDUCATION
811 COURT STREET, UTICA, NEW YORK, 13502

CE 025 144

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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C. J. F./80

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PACKET OF ASSESSMENT INSTRUMENTS

Methods Used for Evaluation of Project MOVE Courses

Introduction:

Formative and summative evaluation has been an integral part of the Project MOVE courses since their inception. Project MOVE courses are graduate level and offered over a two semester period to vocational educators, administrators and counselors. Courses are evaluated formally and informally. A great deal of the informal evaluation has been formative, and the results are clearly evident in the cycle of change and revision in materials and class structure. Participants are asked to evaluate each learning packet in detail and to assess the strengths and weaknesses of each class meeting.

Evaluating the impact of the course is measured in several ways. Methods include contacts reported by course participants and the projects implemented by them. Contacts include teachers, administrators, students, and others with whom participants discuss the course topics, share materials, or carry out activities. Contact figures are tabulated from the logs kept by participants. Approximately 95,000 contacts were reported by 395 class members during 22 months of class offerings.

Other methods used to evaluate course effectiveness include pre-post changes in attitudes about changing work and family roles of males and females and pre-post comparison of student reporting of the teachers' sex-fair, sex stereotyped classroom behaviors. A follow-up survey of sex equity activities of participants and changes in enrollment also provides data for evaluation of the course's effectiveness. Positive results for these evaluation methods provide evidence of project objectives being met.

The following chart lists the sources of data collection which include anonymous responses by class members to attitude and knowledge questionnaires; students' responses to checklists asking about their teachers' and counselors' (Project MOVE class members) sex-fair and sex-biased behaviors plus a variety of other questionnaires and feed-back devices. The use of each source of data is indicated in respect to summative evaluation of course effectiveness, formative evaluation of teaching and materials, and initial assessment of classes' and class members' implementation of the evaluation component of course content.

C.J. Farris/80
Project MOVE

Sources of Data Collection	I. Summative Evaluation of Course Effectiveness	II. Formative Evaluation for planning/revising				III. Initial Assessment		
		classes	L.P.'s	of Participants	of Teaching	Comparison of classes	Participants' Assessment of Self	Target Groups
A. Attitudes: "What Do You Feel?" Attitude Questionnaire ("Class Participants Questionnaire long form of "What Do You Feel?" used for pre-post comparison)	X(Pre-Post for change)	X				X	X	X*
B. Behaviors: Measure of sex-fair sex-baised behaivors with: "Student Checklist" "Checklist for Counselors or Administrators"	X(Pre-Post for change over 1 year period)					X	X	
C. Knowledge: Legislative Quizzes: Title IX, Title II Quiz and Quick Quiz on Title IX		X				X	X	X*
Changing Family & Labor Knowlege Quiz		X				X	X	X*
Youth Group Survey (Knowledge & Attitudes)	(to be used to determine student change)							X**
D. Learning Packets: (1) No. of contacts made by participants as reported on L.P. logs.	X	X	X	X			X	
(2) Log feedback on L.P.'s		X	X	X	X			
(3) Self Assessment Quizzes							X	
(4) Various assignments		X		X	X			
(5) Project proposals	X			X	X			
(6) Project status reports	X			X	X			
E. Group Development: Group Growth Evaluation Form	X Pre-Post (as assessment of course leadership component)	X			X	X		
F. Class Evaluations: First semester Course Evaluation		X			X			
Final Course Evaluation (for both semesters)	X	X			X			

Sources of Data Collection	I. Summative Evaluation of Course Effectiveness	II. Formative Evaluation for planning/revising of				III. Initial Assessment		
		classes	L.P.'s	Participants	of Teaching	Comparison of classes	Participants' Assessment of Self	Target Groups
G. Follow-up								
(1) School Progress Report (4-5 months after completing course)	X (provides no. & kind of sex equity activities continued by participants)							
(2) Enrollment changes in participant classes (over 1 year period)	X	X						
(3) Other information obtained (as participants' receiving funding for projects, assuming leadership positions, etc.	X							

* Random survey of other educator's knowledge and/or attitudes using these instruments are done by participants as one basis for selecting and planning their project activities.

** Participants have students respond to this and compare their students' averages to the results of a random state-wide survey of youth.

WHAT DO YOU FEEL?

(questionnaire on attitudes about expanding family and work roles of males and females for pre-assessment)

This Likert-type questionnaire was developed specifically for the Project MOVE classes. After an extensive review of questionnaires already developed, it was found that (1) most other instruments were concerned only with the changing role of women in today's society, (2) most covered such a wide variety of issues that it was difficult to determine what was being measured, and (3) few had been tested for their reliability and validity. The course emphasizes the impact of changing roles on both men and women. Vocational educators not only provide instruction on specific subjects but also counsel and guide students in preparing for a society that has expanding opportunities and responsibilities both in their work and personal lives. Career and occupational education viewed in isolation does not prepare young people for the effects that career choices may have on marriage and family roles.

The split half reliability of the 32-item instrument is .90. Content validity was established by having judges rate items. Empirical validity was established by comparing responses of males and females in non-traditional roles to responses by males and females in traditional roles. Additional information about reliability, validity and item discrimination is available upon request.

Each item is scored with one point or a zero with the maximum score possible being 32. The higher the score, the more tolerant the attitudes of a person toward men and women sharing wage-earning and homemaking responsibilities.

The post-assessment form of the questionnaire is called "Class Participants' Questionnaire", which contains the original 32 items as well as an additional 18 dummy items added to disguise the questionnaire.

Purpose

To assess attitudes of participants for planning the course and to make pre-post comparisons of attitude changes of participants upon completion of the course.

Pre and post comparisons are made using a dependent t statistic.

CODE NAME

WHAT DO YOU FEEL?

Instructions: People have many different views about the roles of men and women in society and families today. Below you will find some of these. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating the response closest to you own feelings. Please indicate your opinion by circling one of the following: (AS) agree strongly, (am) agree mildly, (dm) disagree mildly, (DS) disagree strongly.

All questionnaires are anonymous. Please indicate only your code at the top. This will enable us to record your responses to a variety of topics without identifying you by name. Thank you for your assistance.

AS am dm DS 1. I could never respect a man who spends his days as a homemaker.

AS am dm DS 2. A married woman as well as her husband has the duty of helping to earn a living for the family.

AS am dm DS 3. It is more important for a wife to help her husband's career than to have one herself.

AS am dm DS 4. It is a man's duty to allow his wife a career, even if he is not personally in favor of it.

AS am dm DS 5. If a married woman's job sometimes requires her to be away from home overnight, this should not bother her husband.

AS am dm DS 6. A married woman should not make long range plans for her own career because they depend on her husband's plans for his.

AS am dm DS 7. The ideal type of marriage is one in which the father works and the mother stays home with the children.

AS am dm DS 8. If a husband and wife each have an equally good career opportunity, but in different cities, the husband should take the job and the wife should follow.

AS am dm DS 9. In general, men should leave the housework to women.

AS am dm DS 10. A married woman's most important task in life should be taking care of her husband and children.

AS am dm DS 11. The professional commitments of husband and wife should be given equal weight.

AS am dm DS 12. Men who stay at home to care for their children while their wives work neglect their masculine responsibilities.

AS am dm DS 13. I think all married women should be proud enough of their husbands to call themselves by their husband's first and last name.

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****OVER****

(AS) agree strongly, (am) agree mildly, (dm) disagree mildly, (DS) disagree strongly

AS am dm DS 14. If their wives work full-time, husbands who work should do half of the housework and child care.

AS am dm DS 15. A husband's most important task in life should be taking care of his wife and children.

AS am dm DS 16. Taking out the garbage is a man's job.

AS am dm DS 17. Women who choose to work full-time are not using their natural talents to the fullest.

AS am dm DS 18. The wife should bear the main responsibility of child care.

AS am dm DS 19. Men make as good shoppers for the family as women.

AS am dm DS 20. Married women should not let their jobs interfere with the care of the household.

AS am dm DS 21. The best way for men to develop their potential is by taking jobs that utilize their uniquely masculine skills and qualities.

AS am dm DS 22. It is more difficult for a man to learn to be a good homemaker than for a women.

AS am dm DS 23. Women who work are the most important reason for the break up of the family today.

AS am dm DS 24. Husbands who assume all family financial responsibilities themselves should be admired.

AS am dm DS 25. A wife who works cannot possibly give enough of herself to her family obligations.

AS am dm DS 26. Marriages may fail because the husband is forced to be the sole support of his family.

AS am dm DS 27. In marriage, the major responsibility of the wife is to keep her husband and children happy.

AS am dm DS 28. Too much independence for a married woman will lead to an unhappy home life.

AS am dm DS 29. A good wife is one who puts the comfort and happiness of her husband first.

AS am dm DS 30. Making a choice between being a wife and mother and working full-time is no longer necessary for a woman since these roles can be workably integrated.

AS am dm DS 31. Women can have fulfilling lives without ever raising children as part of their career.

AS am dm DS 32. When a woman makes career plans, she should choose a career that will give her time to stay home with her children.

ANSWER KEY

CODE NAME

WHAT DO YOU FEEL?

Instructions: People have many different views about the roles of men and women in society and families today. Below you will find some of these. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating the response closest to you own feelings. Please indicate your opinion by circling one of the following: (AS) agree strongly, (am) agree mildly, (dm) disagree mildly, (DS) disagree strongly.

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AS am (dm DS) 1. I could never respect a man who spends his days as a homemaker.

(AS am) dm DS 2. A married woman as well as her husband has the duty of helping to earn a living for the family.

AS am (dm DS) 3. It is more important for a wife to help her husband's career than to have one herself.

(AS am) dm DS 4. It is a man's duty to allow his wife a career, even if he is not personally in favor of it.

(AS am) dm DS 5. If a married woman's job sometimes requires her to be away from home overnight, this should not bother her husband.

AS am (dm DS) 6. A married woman should not make long range plans for her own career because they depend on her husband's plans for his.

AS am (dm DS) 7. The ideal type of marriage is one in which the father works and the mother stays home with the children.

AS am (dm DS) 8. If a husband and wife each have an equally good career opportunity, but in different cities, the husband should take the job and the wife should follow.

AS am (dm DS) 9. In general, men should leave the housework to women.

AS am (dm DS) 10. A married woman's most important task in life should be taking care of her husband and children.

(AS am) dm DS 11. The professional commitments of husband and wife should be given equal weight.

AS am (dm DS) 12. Men who stay at home to care for their children while their wives work neglect their masculine responsibilities.

AS am (dm DS) 13. I think all married women should be proud enough of their husbands to call themselves by their husband's first and last name.

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****OVER****

(AS) agree strongly, (am) agree mildly, (dm) disagree mildly, (DS) disagree strongly

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(AS) am dm DS 14. If their wives work full-time, husbands who work should do half of the housework and child care.

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AS am (dm) DS 16. Taking out the garbage is a man's job.

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AS am (dm) DS 18. The wife should bear the main responsibility of child care.

(AS) am dm DS 19. Men make as good shoppers for the family as women.

AS am (dm) DS 20. Married women should not let their jobs interfere with the care of the household.

AS am (dm) DS 21. The best way for men to develop their potential is by taking jobs that utilize their uniquely masculine skills and qualities.

AS am (dm) DS 22. It is more difficult for a man to learn to be a good homemaker than for a women.

AS am (dm) DS 23. Women who work are the most important reason for the break up of the family today.

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(AS) am dm DS 26. Marriages may fail because the husband is forced to be the sole support of his family.

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AS am (dm) DS 28. Too much independence for a married woman will lead to an unhappy home life.

AS am (dm) DS 29. A good wife is one who puts the comfort and happiness of her husband first.

(AS) am dm DS 30. Making a choice between being a wife and mother and working full-time is no longer necessary for a woman since these roles can be workably integrated.

(AS) am dm DS 31. Women can have fulfilling lives without ever raising children as part of their career.

AS am (dm) DS 32. When a woman makes career plans, she should choose a career that will give her time to stay home with her children.

CLASS PARTICIPANTS' QUESTIONNAIRE

CODE NAME _____

INSTRUCTIONS: THE STATEMENTS LISTED BELOW DESCRIBE ATTITUDES WHICH DIFFERENT PEOPLE HAVE TOWARD THE ROLES OF MEN AND WOMEN IN SOCIETY. THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS. YOU ARE ASKE TO EXPRESS YOUR FEELING ABOUT EACH STATEMENT BY CHOOSING THE RESPONSE CLOSEST TO YOUR OWN FEELINGS. PLEASE INDICATE YOUR OPINION BY CIRCLING ONE OF THE FOLLOWING:

(AS) AGREE STRONGLY, (AM) AGREE MILDLY, (DM) DISAGREE MILDLY, (DS) DISAGREE STRONGLY

ALL QUESTIONNAIRES ARE ANONYMOUS. PLEASE WRITE YOUR CODE NAME AT THE TOP OF THIS PAPER. THIS WILL ENABLE US TO RECORD YOUR RESPONSES TO A VARIETY OF ISSUES WITHOUT IDENTIFYING YOU BY NAME. THANK YOU FOR YOUR ASSISTANCE.

AS AM DM DS 1. WOMEN HAVE AN OBLIGATION TO BE FAITHFUL TO THEIR HUSBANDS.

AS AM DM DS 2. THE SATISFACTION OF HER HUSBAND'S SEXUAL DESIRES IS A FUNDAMENTAL OBLIGATION OF EVERY WIFE.

AS AM DM DS 3. DIVORCED MEN SHOULD HELP SUPPORT THEIR CHILDREN BUT SHOULD NOT BE REQUIRED TO PAY ALIMONY IF THEIR WIVES ARE CAPABLE OF WORKING.

AS AM DM DS 4. I COULD NEVER RESPECT A MAN WHO SPENDS HIS DAYS AS A HOMEMAKER.

AS AM DM DS 5. IT IS ALL RIGHT FOR HUSBANDS TO HAVE OCCASIONAL, CASUAL, EXTRAMARITAL AFFAIRS.

AS AM DM DS 6. MEN SHOULD CONTINUE TO GIVE SPECIAL ATTENTIONS TO WOMEN, SUCH AS STANDING UP WHEN A WOMAN ENTERS THE ROOM OR OFFERING HER A SEAT ON A CROWDED BUS.

AS AM DM DS 7. A MARRIED WOMAN AS WELL AS HER HUSBAND HAS THE DUTY OF HELPING TO EARN A LIVING FOR THE FAMILY.

AS AM DM DS 8. IT IS MORE IMPORTANT FOR A WIFE TO HELP HER HUSBAND'S CAREER THAN TO HAVE ONE HERSELF.

AS AM DM DS 9. WOMEN SHOULD TAKE THE PASSIVE ROLE IN COURTSHIP.

AS AM DM DS 10. IT IS A MAN'S DUTY TO ALLOW HIS WIFE A CAREER, EVEN IF HE IS NOT PERSONALLY IN FAVOR OF IT.

AS AM DM DS 11. HUSBANDS AND WIVES SHOULD BE EQUAL PARTNERS IN PLANNING THE FAMILY BUDGET.

AS AM DM DS 12. IF A MARRIED WOMAN'S JOB SOMETIMES REQUIRES HER TO BE AWAY FROM HOME OVERNIGHT, THIS SHOULD NOT BOTHER HER HUSBAND.

AS AM DM DS 13. MEN SHOULD CONTINUE TO SHOW COURTESIES TO WOMEN SUCH AS HOLDING OPEN THE DOOR OR HELPING THEM ON WITH THEIR COATS.

AS AM DM DS 14. A MARRIED WOMAN SHOULD NOT MAKE LONG-RANGE PLANS FOR HER OWN CAREER BECAUSE THEY DEPEND ON HER HUSBAND'S PLANS FOR HIS.

AS AM DM DS 15. WOMEN SHOULD CLAIM ALIMONY NOT AS PERSONS INCAPABLE OF SELF-SUPPORT BUT ONLY WHEN THERE ARE CHILDREN TO PROVIDE FOR OR WHEN THE BURDEN OF STARTING LIFE ANEW AFTER THE DIVORCE IS OBVIOUSLY HEAVIER FOR THE WIFE.

AS AM DM DS 16. THE INITIATIVE IN DATING SHOULD COME FROM THE MAN.

AS AM DM DS 17. THE IDEAL TYPE OF MARRIAGE IS ONE IN WHICH THE FATHER WORKS AND THE MOTHER STAYS HOME WITH THE CHILDREN.

AS AM DM DS 18. IF A HUSBAND AND WIFE EACH HAVE AN EQUALLY GOOD CAREER OPPORTUNITY, BUT IN DIFFERENT CITIES, THE HUSBAND SHOULD TAKE THE JOB AND THE WIFE SHOULD FOLLOW.

AS AM DM DS 19. IN GENERAL, MEN SHOULD LEAVE THE HOUSEWORK TO WOMEN.

AS AM DM DS 20. PARENTAL AUTHORITY AND RESPONSIBILITY FOR DISCIPLINE OF THE CHILDREN SHOULD BE EQUALLY DIVIDED BETWEEN HUSBAND AND WIFE.

AS AM DM DS 21. A MARRIED WOMAN'S MOST IMPORTANT TASK IN LIFE SHOULD BE TAKING CARE OF HER HUSBAND AND CHILDREN.

AS AM DM DS 22. THE PROFESSIONAL COMMITMENTS OF HUSBAND AND WIFE SHOULD BE GIVEN EQUAL WEIGHT.

AS AM DM DS 23. MEN WHO STAY AT HOME TO CARE FOR THEIR CHILDREN WHILE THEIR WIVES WORK NEGLECT THEIR MASCULINE RESPONSIBILITIES.

AS AM DM DS 24. MALES ARE MUCH BETTER SUITED TO DOING HOUSEHOLD REPAIRS THAN WOMEN.

AS AM DM DS 25. I THINK ALL MARRIED WOMEN SHOULD BE PROUD ENOUGH OF THEIR HUSBANDS TO CALL THEMSELVES BY THEIR HUSBAND'S FIRST AND LAST NAME.

****OVER****

(AS) Agree Strongly, (AM) Agree mildly, (DM) disagree mildly, (DS) Disagree Strongly

AS AM DM DS 26. If their wives work full-time, husbands who work should do half of the housework and child care.

AS AM DM DS 27. A husband's most important task in life should be taking care of his wife and children.

AS AM DM DS 28. Society should regard the services rendered by the women workers as valuable as those of men.

AS AM DM DS 29. Taking out the garbage is a man's job.

AS AM DM DS 30. Women who choose to work full-time are not using their natural talents to the fullest.

AS AM DM DS 31. It is only fair that male workers should receive more pay than women even for identical work.

AS AM DM DS 32. The wife should bear the main responsibility of child care.

AS AM DM DS 33. Men make as good shoppers for the family as women.

AS AM DM DS 34. Women should demand money for household and personal expenses as a right rather than as a gift.

AS AM DM DS 35. Married Women should not let their jobs interfere with the care of the household.

AS AM DM DS 36. The best way for men to develop their potential is by taking jobs that utilize their uniquely masculine skills and qualities.

AS AM DM DS 37. There are some professions and businesses that are more suitable for men than women.

AS AM DM DS 38. It is more difficult for a man to learn to be a good homemaker than for a woman.

AS AM DM DS 39. A wife should make every effort to minimize irritation and inconvenience to the male head of the family.

AS AM DM DS 40. Women who work are the most important reason for the break up of the family today.

AS AM DM DS 41. Husbands who assume all family financial responsibilities themselves should be admired.

AS AM DM DS 42. A wife who works cannot possibly give enough of herself to her family obligations.

AS AM DM DS 43. Marriages may fail because the husband is forced to be the sole support of his family

AS AM DM DS 44. There should be no greater barrier to an unmarried woman having sex with a casual acquaintance than having dinner with him.

AS AM DM DS 45. In marriage, the major responsibility of the wife is to keep her husband and children happy.

AS AM DM DS 46. Too much independence for a married woman will lead to an unhappy home life.

AS AM DM DS 47. A good wife is one who puts the comfort and happiness of her husband first.

AS AM DM DS 48. Making a choice between being a wife and mother and working full-time is no longer necessary for a woman since these roles can be workably integrated.

AS AM DM DS 49. Women can have fulfilling lives without ever raising children as part of their career.

AS AM DM DS 50. When a woman makes career plans, she should choose a career that will give her time to stay home with her children.

KEY

CLASS PARTICIPANTS' QUESTIONNAIRE

CODE NAME

INSTRUCTIONS: THE STATEMENTS LISTED BELOW DESCRIBE ATTITUDES WHICH DIFFERENT PEOPLE HAVE TOWARD THE ROLES OF MEN AND WOMEN IN SOCIETY. THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS. YOU ARE ASKED TO EXPRESS YOUR FEELING ABOUT EACH STATEMENT BY CHOOSING THE RESPONSE CLOSEST TO YOUR OWN FEELINGS. PLEASE INDICATE YOUR OPINION BY CIRCLING ONE OF THE FOLLOWING:

(AS) AGREE STRONGLY, (AM) AGREE MILDLY, (DM) DISAGREE MILDLY, (DS) DISAGREE STRONGLY

ALL QUESTIONNAIRES ARE ANONYMOUS. PLEASE WRITE YOUR CODE NAME AT THE TOP OF THIS PAPER. THIS WILL ENABLE US TO RECORD YOUR RESPONSES TO A VARIETY OF ISSUES WITHOUT IDENTIFYING YOU BY NAME. THANK YOU FOR YOUR ASSISTANCE.

AS	AM	DM	DS	1.	WOMEN HAVE AN OBLIGATION TO BE FAITHFUL TO THEIR HUSBANDS.
AS	AM	DM	DS	2.	THE SATISFACTION OF HER HUSBAND'S SEXUAL DESIRES IS A FUNDAMENTAL OBLIGATION OF EVERY WIFE.
AS	AM	DM	DS	3.	DIVORCED MEN SHOULD HELP SUPPORT THEIR CHILDREN BUT SHOULD NOT BE REQUIRED TO PAY ALIMONY IF THEIR WIVES ARE CAPABLE OF WORKING.
AS	AM	DM	DS	4.	I COULD NEVER RESPECT A MAN WHO SPENDS HIS DAYS AS A HOMEMAKER.
AS	AM	DM	DS	5.	IT IS ALL RIGHT FOR HUSBANDS TO HAVE OCCASIONAL, CASUAL, EXTRAMARITAL AFFAIRS.
AS	AM	DM	DS	6.	MEN SHOULD CONTINUE TO GIVE SPECIAL ATTENTIONS TO WOMEN, SUCH AS STANDING UP WHEN A WOMAN ENTERS THE ROOM OR OFFERING HER A SEAT ON A CROWDED BUS.
AS	AM	DM	DS	7.	A MARRIED WOMAN AS WELL AS HER HUSBAND HAS THE DUTY OF HELPING TO EARN A LIVING FOR THE FAMILY.
AS	AM	DM	DS	8.	IT IS MORE IMPORTANT FOR A WIFE TO HELP HER HUSBAND'S CAREER THAN TO HAVE ONE HERSELF.
AS	AM	DM	DS	9.	WOMEN SHOULD TAKE THE PASSIVE ROLE IN COURTSHIP.
AS	AM	DM	DS	10.	IT IS A MAN'S DUTY TO ALLOW HIS WIFE A CAREER, EVEN IF HE IS NOT PERSONALLY IN FAVOR OF IT.
AS	AM	DM	DS	11.	HUSBANDS AND WIVES SHOULD BE EQUAL PARTNERS IN PLANNING THE FAMILY BUDGET.
AS	AM	DM	DS	12.	IF A MARRIED WOMAN'S JOB SOMETIMES REQUIRES HER TO BE AWAY FROM HOME OVERNIGHT, THIS SHOULD NOT BOTHER HER HUSBAND.
AS	AM	DM	DS	13.	MEN SHOULD CONTINUE TO SHOW COURTESIES TO WOMEN SUCH AS HOLDING OPEN THE DOOR OR HELPING THEM ON WITH THEIR COATS.
AS	AM	DM	DS	14.	A MARRIED WOMAN SHOULD NOT MAKE LONG-RANGE PLANS FOR HER OWN CAREER BECAUSE THEY DEPEND ON HER HUSBAND'S PLANS FOR HIS.
AS	AM	DM	DS	15.	WOMEN SHOULD CLAIM ALIMONY NOT AS PERSONS INCAPABLE OF SELF-SUPPORT BUT ONLY WHEN THERE ARE CHILDREN TO PROVIDE FOR OR WHEN THE BURDEN OF STARTING LIFE ANEW AFTER THE DIVORCE IS OBVIOUSLY HEAVIER FOR THE WIFE.
AS	AM	DM	DS	16.	THE INITIATIVE IN DATING SHOULD COME FROM THE MAN.
AS	AM	DM	DS	17.	THE IDEAL TYPE OF MARRIAGE IS ONE IN WHICH THE FATHER WORKS AND THE MOTHER STAYS HOME WITH THE CHILDREN.
AS	AM	DM	DS	18.	IF A HUSBAND AND WIFE EACH HAVE AN EQUALLY GOOD CAREER OPPORTUNITY, BUT IN DIFFERENT CITIES, THE HUSBAND SHOULD TAKE THE JOB AND THE WIFE SHOULD FOLLOW.
AS	AM	DM	DS	19.	IN GENERAL, MEN SHOULD LEAVE THE HOUSEWORK TO WOMEN.
AS	AM	DM	DS	20.	PARENTAL AUTHORITY AND RESPONSIBILITY FOR DISCIPLINE OF THE CHILDREN SHOULD BE EQUALLY DIVIDED BETWEEN HUSBAND AND WIFE.
AS	AM	DM	DS	21.	A MARRIED WOMAN'S MOST IMPORTANT TASK IN LIFE SHOULD BE TAKING CARE OF HER HUSBAND AND CHILDREN.
AS	AM	DM	DS	22.	THE PROFESSIONAL COMMITMENTS OF HUSBAND AND WIFE SHOULD BE GIVEN EQUAL WEIGHT.
AS	AM	DM	DS	23.	MEN WHO STAY AT HOME TO CARE FOR THEIR CHILDREN WHILE THEIR WIVES WORK NEGLECT THEIR MASCULINE RESPONSIBILITIES.
AS	AM	DM	DS	24.	MALES ARE MUCH BETTER SUITED TO DOING HOUSEHOLD REPAIRS THAN WOMEN.
AS	AM	DM	DS	25.	I THINK ALL MARRIED WOMEN SHOULD BE PROUD ENOUGH OF THEIR HUSBANDS TO CALL THEMSELVES BY THEIR HUSBAND'S FIRST AND LAST NAME.

****OVER****

PROJECT MOVE

(AS) AGREE STRONGLY. (AM) AGREE MILDLY. (DM) DISAGREE MILDLY. (DS) DISAGREE STRONGLY

AS AM DM DS 26.—IF THEIR WIVES WORK FULL-TIME, HUSBANDS WHO WORK SHOULD DO HALF OF THE HOUSEWORK AND CHILD CARE.

AS AM DM DS 27.—A HUSBAND'S MOST IMPORTANT TASK IN LIFE SHOULD BE TAKING CARE OF HIS WIFE AND CHILDREN.

AS AM DM DS 28. SOCIETY SHOULD REGARD THE SERVICES RENDERED BY THE WOMEN WORKERS AS VALUABLE AS THOSE OF MEN.

AS AM DM DS 29.- TAKING OUT THE GARBAGE IS A MAN'S JOB.

AS AM DM DS 30.—WOMEN WHO CHOOSE TO WORK FULL-TIME ARE NOT USING THEIR NATURAL TALENTS TO THE FULLEST.

AS AM DM DS 31. IT IS ONLY FAIR THAT MALE WORKERS SHOULD RECEIVE MORE PAY THAN WOMEN EVEN FOR IDENTICAL WORK.

AS AM DM DS 32.—THE WIFE SHOULD BEAR THE MAIN RESPONSIBILITY OF CHILD CARE.

AS AM DM DS 33.—MEN MAKE AS GOOD SHOPPERS FOR THE FAMILY AS WOMEN.

AS AM DM DS 34. WOMEN SHOULD DEMAND MONEY FOR HOUSEHOLD AND PERSONAL EXPENSES AS A RIGHT RATHER THAN AS A GIFT.

AS AM DM DS 35.—MARRIED WOMEN SHOULD NOT LET THEIR JOBS INTERFERE WITH THE CARE OF THE HOUSEHOLD.

AS AM DM DS 36.—THE BEST WAY FOR MEN TO DEVELOP THEIR POTENTIAL IS BY TAKING JOBS THAT UTILIZE THEIR UNIQUELY MASCULINE SKILLS AND QUALITIES.

AS AM DM DS 37. THERE ARE SOME PROFESSIONS AND BUSINESSES THAT ARE MORE SUITABLE FOR MEN THAN WOMEN.

AS AM DM DS 38.—IT IS MORE DIFFICULT FOR A MAN TO LEARN TO BE A GOOD HOMEMAKER THAN FOR A WOMAN.

AS AM DM DS 39. A WIFE SHOULD MAKE EVERY EFFORT TO MINIMIZE IRRITATION AND INCONVENIENCE TO THE MALE HEAD OF THE FAMILY.

AS AM DM DS 40.—WOMEN WHO WORK ARE THE MOST IMPORTANT REASON FOR THE BREAK UP OF THE FAMILY TODAY.

AS AM DM DS 41.—HUSBANDS WHO ASSUME ALL FAMILY FINANCIAL RESPONSIBILITIES THEMSELVES SHOULD BE ADMIRED.

AS AM DM DS 42.—A WIFE WHO WORKS CANNOT POSSIBLY GIVE ENOUGH OF HERSELF TO HER FAMILY OBLIGATIONS.

AS AM DM DS 43.—MARRIAGES MAY FAIL BECAUSE THE HUSBAND IS FORCED TO BE THE SOLE SUPPORT OF HIS FAMILY.

AS AM DM DS 44. THERE SHOULD BE NO GREATER BARRIER TO AN UNMARRIED WOMAN HAVING SEX WITH A CASUAL ACQUAINTANCE THAN HAVING DINNER WITH HIM.

AS AM DM DS 45.—IN MARRIAGE, THE MAJOR RESPONSIBILITY OF THE WIFE IS TO KEEP HER HUSBAND AND CHILDREN HAPPY.

AS AM DM DS 46.—TOO MUCH INDEPENDENCE FOR A MARRIED WOMAN WILL LEAD TO AN UNHAPPY HOME LIFE.

AS AM DM DS 47.—A GOOD WIFE IS ONE WHO PUTS THE COMFORT AND HAPPINESS OF HER HUSBAND FIRST.

AS AM DM DS 48.—MAKING A CHOICE BETWEEN BEING A WIFE AND MOTHER AND WORKING FULL-TIME IS NO LONGER NECESSARY FOR A WOMAN SINCE THESE ROLES CAN BE WORKABLY INTEGRATED.

AS AM DM DS 49.—WOMEN CAN HAVE FULFILLING LIVES WITHOUT EVER RAISING CHILDREN AS PART OF THEIR CAREER.

AS AM DM DS 50.—WHEN A WOMAN MAKES CAREER PLANS, SHE SHOULD CHOOSE A CAREER THAT WILL GIVE HER TIME TO STAY HOME WITH HER CHILDREN.

STUDENT CHECKLIST

(Behavior Score: 25 item machine scorable questionnaire for students' rating of teaching behaviors)

Description

This checklist was developed to obtain an indication of change in course members' teaching behaviors, and to provide vocational teachers a means of having their students give them feedback about their classroom teaching behaviors.

Individual items are scored 0 if sex-biased teaching behaviors are reported and 1 if they are not reported. (Some items are scored in reverse.) The questionnaires are machine scored and summarized by a special computer program. The directions for administering it and the scoring procedures are such that the anonymity of students and teachers is protected. A copy of the computer program (written in Fortran IV is available at cost.

Purpose

Pre-post measure of reported behavioral changes of teachers is the purpose. It is also used by teachers to self-assess and change their behaviors. It also increases student awareness and understanding of equitable classroom teaching behaviors.

The computer print-out includes:

- -teacher's identification (code) number
- -# of male students who responded
- -# of female students who responded
- -# of students who did not indicate sex
- -the teacher's behavior score (percentage) based on sex-fair response = 1, non sex-fair response = 0
- -the sex-fair response for each question
- -the teacher's own response for each question
- -female, male, and no sex specified responses, % yes, % no, % no response, and total % yes, total % no, total % no response

Reliability and Validity

The reliability of the instrument is .91. Content validity was established by judges, including vocational teachers, who were in a Project MOVE class and demonstrated an understanding of sex-biased teaching behaviors. Empirical validity was established by comparing the ratings of student teachers by cooperating teachers and college supervisors with the ratings done by the pupils of the student teachers (r=.83).

Teachers who participated in the course are asked to have two classes of students complete the STUDENT CHECKLIST. Post scores are compared to pre scores. Pre-post comparisons of scores form a basis for evaluating course effectiveness.

Former Project MOVE Class Participants

DIRECTIONS FOR ADMINISTERING THE STUDENT CHECKLIST

You should have enough copies of the green and white STUDENT CHECKLIST for two of your classes, 25 in each of two manila envelopes. Please return any extra sheets in the outer return envelope. To administer the questionnaire, choose one day (or two if your two classes do not meet on the same day) to have two of your classes fill out the STUDENT CHECKLIST during a class session.

Remember that your students must feel free to respond honestly and anonymously in order to give a true reflection of classroom dynamics. Therefore, read the enclosed directions to them and follow directions exactly. Do not elaborate on the purpose of this questionnaire beyond the fact that you are interested in your own teaching behavior and would appreciate an honest answer. Your identity will also be unknown to us because we will again use code names. We are not interested in any particular individual's performance. If you would like a copy of the results, please complete the second half of the enclosed green sheet.

DIRECTIONS:

1. To determine which classes you should give the checklists to, use the following criteria:
   (a) a mixed male/female class whenever possible (first priority)
   (b) the class which has been with the teacher the longest (second priority)
   (c) the class with the highest reading level (third priority)
   (d) the largest class (fourth priority)
   (e) do not, if possible, use any class in which special ed. students are enrolled
2. Make sure all students use a #2 pencil to complete the checklist.
3. Distribute the checklists to students.
4. Ask for a student volunteer to collect them, do not collect them yourself.
5. Read the following directions aloud to class:

The green checklist is concerned with how teachers sometimes act differently toward male and female students. There are 25 sentences to answer by marking YES or NO in the spaces at the right, depending on whether or not you have seen the teacher act that way in this class. (Emphasize this class, not any other.) *Please make sure you give one answer for each sentence, and be sure to fill in the whole mark with a # 2 pencil, and stay within the lines when you make each mark.*

Let's look at the example at the top of the page:

Does you teacher ever give too much homework? YES NO

If you felt that, since you have been in this class, the teacher has given too much homework, you should fill in the YES mark. Each of you should give you own opinion about the statement, and say whether or not you have seen the teacher act this way in this class.

At the top right hand corner of the green sheet, you are asked to mark whether you are male or female. THIS IS VERY IMPORTANT! Please, RIGHT NOW, carefully make a pencil mark in either the male or female box. (Wait and make sure they've done so.)

I want to point out that this checklist is to be handed in to _____ (student volunteer) *with NO NAME on it. The teacher will not know who wrote what. Your answers will in no way affect your grade. Your checklist will be put into an envelope and sealed by* _____ (student volunteer). *It will be mailed to the SUNY College of Technology. I will not see your paper. When you are finished, hand in your checklist to* _____ (student volunteer). ***PLEASE DO NOT FOLD THESE GREEN SHEETS!***

6. Read the questions aloud if you feel the students in your class may have difficulty reading the questions (for example: because of low reading ability).
7. Have student volunteers seal the envelope after all checklists have been completed and handed in. Do this in plain view of all students.
8. Complete one green computer form of the Student Checklist for your own perceptions of your own behavior following the directions in italics above. Write your code name in the upper right hand corner in pencil over the words: Do Not Mark.

STUDENT CHECKLIST

DO NOT MARK

DIRECTIONS: DO NOT PUT YOUR NAME ON THIS PAPER. Below are a number of questions about the ways a teacher may treat male and female students differently. Your answers to these questions will not affect your grade. Your teacher will not see these papers. We are asking for your help, to assure that male and female students are treated equally in your school.

PLEASE MARK ONE:
ARE YOU: Male / Female

You are asked to check if your teacher has done any of these things in this class during this school year. Please mark YES or NO for each question and answer all questions. Thank you for your help.

DOES YOUR TEACHER EVER???

		YES	NO
	FOR EXAMPLE: give too much homework?		
1.	use words that make jobs sound like they can only be done by one sex? For example: Saleslady for salesperson; mailman for mail carrier; policeman for police officer?		
2.	discuss the ways you can be treated unfairly in school, at home or on the job just because of your sex?		
3.	talk about how both men and women work in the jobs you are learning about? For example: women who repair cars; men who work in a nursery school.		
4.	provide information about jobs you hadn't thought of because not many of your sex have those jobs?		
5.	talk as if only mothers stay at home and only fathers work?		
6.	call students' friends of the opposite sex their "boyfriends" or "girlfriends?"		
7.	say things that would make you think that boys must act one way and girls another way? For example: "Don't act like a sissy, "Boys will be boys, "Act like a lady, "Stop acting like a tomboy."		
8.	point out when your textbooks, movies and filmstrips show men and women acting only in traditional ways?		
9.	show pictures, articles or books in class which show both men and women doing the work you are learning about in class?		
10.	discuss with members of the class how all of you will probably work and be parents and share in taking care of the home and family?		

IF THERE ARE ONLY BOYS OR GIRLS IN YOUR CLASS, PLEASE STOP HERE!

11.	have the same safety and / or health rules for both boys and girls?		
12.	have all the boys sit together and all the girls sit together in your class?		
13.	make fun of girls who are "strong, big" or "good leaders" or make fun of boys who are "emotional," "caring" or "artistic"?		
14.	teach the same things to boys and girls in your class?		
15.	ask for you to tell them when male and female students are being treated differently in your class?		
16.	put boys and girls into separate groups for activities or projects?		
17.	provide different projects for boys and girls to do? For example: One sex gets easier activities than another to do.		
18.	give different grades to boys and girls who do the same work and do it equally well?		
19.	discipline boy and girl students differently for misbehavior?		
20.	give equal criticism and praise to both boys and girls?		
21.	make one sex do all the demonstrations in your class?		
22.	allow all students the same chance to use tools and equipment?		
23.	have all students take part in cleaning up?		
24.	make comparisons between the boys and the girls in the class? For example: Who got better grades on a test? Which group did an activity better than the other?		
25.	set the same rules for behavior for boys and girls?		

Key for Sex Fair Responses

COUNSELOR'S CHECKLIST

Description

The Counselor's Checklist is a yes/no questionnaire being developed to give counselors feedback on their specific sex-fair/sex-biased behaviors in an educational setting.

Individual items are scored 0 if sex-biased behaviors are reported and 1 if not reported. (Some items are scored in reverse.) The items have been checked for content validity. The present form is being tested for item discrimination and reliability and will be revised.

Purpose

Pre-post reported behavioral changes of counselors. Also used for counselors to self-assess their behaviors.

WORKING MATERIALS / 79

To Be Used With Checklists Distributed in Class

DIRECTIONS FOR ADMINISTERING THE CHECKLISTS FOR OBSERVING COUNSELOR BEHAVIORS OR ADMINISTRATIVE BEHAVIORS
to be used with checklists distributed in class

You should have enough copies of the ADMINISTRATIVE CHECKLIST or GUIDANCE CHECKLIST to administer to 10 individuals (Administrative Checklist to 10 employees, i.e. staff, teachers; and Guidance Counselor Checklist to 10 students.)

Remember that individuals must feel free to respond honestly and anonymously in order to reflect school dynamics accurately. Therefore, follow the enclosed directions exactly. Do not elaborate on the purpose of this questionnaire beyond the fact that you are interested in your own educational behavior and would appreciate an honest answer. Your identity will also be unknown to us because you will score them yourself. We are not interested in any particular individual's performance.

DIRECTIONS:

1. To determine which individuals you should give checklists to, use the following criteria:
   (a) a mixture of male and female respondents whenever possible (first priority)
   (b) individuals who have known you the longest (second priority)
2. Distribute the checklists to respondents.
3. Read the following directions aloud to the respondents:

The checklist is concerned with how Administrators/Guidance Counselors (use the appropriate directions) sometimes act differently toward males and females. There are several sentences to answer by marking YES or NO in the spaces provided, depending on whether or not you have seen this Administrator/Guidance Counselor behave that way in this school. Please make sure that you give one answer for each sentence, and be sure to fill in the answer clearly.

At the top right-hand corner of the sheet, you are asked to indicate whether you are male or female. THIS IS VERY IMPORTANT. Please, RIGHT NOW, carefully make a mark in either the male or female space.

Please note that this checklist is to be handed in with NO NAME on it. This Administrator/Guidance Counselor will not know who wrote what.

4. Read the questions aloud if you feel the respondents may have difficulty reading or understanding the questions.
5. Complete a checklist yourself.
6. On a blank checklist, summarize the results of the checklist for each question (e.g. for question #1: 7-yes, 3-no).
7. Compare how others perceive your behavior with how you perceive your own behavior.

PROJECT MOVE DRAFT/79 MALE ____ FEMALE ____

CHECKLIST FOR GUIDANCE COUNSELING BEHAVIORS

DIRECTIONS: DO NOT PUT YOUR NAME ON THIS PAPER. BELOW ARE SOME QUESTIONS ABOUT THE WAY A COUNSELOR MAY TREAT MALE AND FEMALE STUDENTS DIFFERENTLY. YOUR ANSWERS TO THESE QUESTIONS WILL NOT AFFECT YOU IN ANY WAY. WE ARE ASKING FOR YOUR HELP TO ASSURE THAT MALE AND FEMALE STUDENTS ARE TREATED THE SAME WAY IN YOUR SCHOOL. YOU ARE ASKED TO CHECK IF YOUR COUNSELOR HAS DONE ANY OF THESE THINGS DURING THE SCHOOL YEAR. PLEASE MARK YES OR NO OR DOES NOT APPLY TO ME FOR EACH QUESTION, AND ANSWER ALL QUESTIONS. PLEASE CHECK THE SPACE ON THE TOP OF THE PAPER MARKED MALE IF YOU ARE A MALE OR THE SPACE MARKED FEMALE IF YOU ARE A FEMALE. THANK YOU FOR YOUR HELP!!!!!

DOES YOUR COUNSELOR...	YES	NO	DOES NOT APPLY TO ME
1. EVER MAKE YOU FEEL GUILTY BECAUSE YOU SOMETIMES ACT LIKE A MEMBER OF THE OPPOSITE SEX?	____	____	____
2. TELL YOU ABOUT JOBS USUALLY DONE BY THE OPPOSITE SEX? (THESE ARE USUALLY CALLED "NON TRADITIONAL" JOBS)	____	____	____
3. TELL YOU ABOUT NON TRADITIONAL JOBS THAT YOUR PARENTS HAVE NOT DISCUSSED WITH YOU?	____	____	____
4. ALWAYS CALL YOUR FATHER INSTEAD OF YOUR MOTHER WHEN YOU HAVE DONE SOMETHING WRONG IN SCHOOL?	____	____	____
5. ENCOURAGE BOTH MALE AND FEMALE STUDENTS TO BE LEADERS? (FOR EXAMPLE, RUN FOR OFFICE IN STUDENT GROUPS)	____	____	____
6. TOUCH GIRLS THE SAME WAY AS BOYS? (FOR EXAMPLE, AN ARM ON YOUR SHOULDER, SHAKE HANDS IN THE SAME WAY)	____	____	____
7. ALWAYS CALL YOUR MOTHER INSTEAD OF YOUR FATHER WHEN YOU ARE UPSET IN SCHOOL?	____	____	____
8. TALK AS IF ONLY FATHERS WORK AND MOTHERS STAY AT HOME?	____	____	____
9. EXPECT STUDENTS OF ONE SEX TO DO BETTER IN SOME SUBJECTS THAN MEMBERS OF THE OTHER SEX? (FOR EXAMPLE: BOYS ARE EXPECTED TO BE BETTER AT MATH)	____	____	____
10. EXPECT BOYS AND GIRLS TO ACT DIFFERENTLY? (FOR EXAMPLE: BY SAYING THAT GIRLS ARE NEATER THAN BOYS, OR BOYS ARE NOISIER THAN GIRLS)	____	____	____
11. POINT OUT THAT BOTH BOYS AND GIRLS CAN PLAY ALL SPORTS?	____	____	____
12. ASK YOU TO THINK ABOUT DOING A JOB WHEN YOU ARE A GROWN UP THAT IS USUALLY DONE BY THE OPPOSITE SEX? (FOR EXAMPLE: A WOMAN BEING A DOCTOR)	____	____	____

		YES	NO	DOES NOT APPLY TO ME
13.	DEAL WITH BOYS' PROBLEMS, BUT NOT GIRLS' PROBLEMS, IN FRONT OF OTHERS? (FOR EXAMPLE: IF A BOY HAS NOT DONE HIS HOMEWORK, YELL AT HIM IN FRONT OF THE CLASS)	___	___	___
14.	SPEAK AS IF STUDENTS LIVE WITH THEIR MOTHERS IF PARENTS ARE DIVORCED?	___	___	___
15.	STATE THE IDEA THAT WOMEN WORK ONLY UNTIL THEY HAVE A FAMILY TO CARE FOR?	___	___	___
16.	POINT OUT HOW MEN AND WOMEN MAY GET PAID A DIFFERENT AMOUNT FOR DOING THE SAME JOB?	___	___	___
17.	CALL BOYS BY THEIR LAST NAME AND GIRLS BY THEIR FIRST?	___	___	___
18.	SPEAK IN A DIFFERENT WAY WHEN TALKING TO A BOY THAN WHEN TALKING TO A GIRL?	___	___	___
19.	EXPECT BOYS AND GIRLS TO HAVE THE SAME PERSONAL CARE HABITS? (FOR EXAMPLE: CLEAN HAIR AND CLOTHES)	___	___	___
20.	EXPECT MEMBERS OF ONE SEX TO BE MORE RESPONSIBLE THAN MEMBERS OF THE OTHER?	___	___	___
21.	ACT NICER TO MEMBERS OF ONE SEX THAN THE OTHER?	___	___	___

******IF YOU ARE NOT IN HIGH SCHOOL YET...STOP HERE**********

22.	ENCOURAGE YOU TO TAKE COURSES THAT HAVE MAINLY HAD STUDENTS OF THE OPPOSITE SEX INVOLVED IN THEM IN THE PAST? (FOR EXAMPLE: ENCOURAGE BOYS TO TAKE CHILD CARE COURSES)	___	___	___
23.	INDICATE DIFFERENT REASONS FOR BOYS AND GIRLS TO TAKE THE SAME CLASS? (FOR EXAMPLE: BOYS SHOULD TAKE FOODS IF THEY PLAN TO LIVE ALONE, AND GIRLS SHOULD TAKE FOODS SO THEY CAN TAKE CARE OF THEIR FAMILIES)	___	___	___
24.	GIVE PERSONAL ENCOURAGEMENT TO ONE SEX MORE THAN THE OTHER?	___	___	___
25.	ENCOURAGE YOU TO TAKE ON COURSES THAT INTEREST YOU EVEN IF THE COURSE HAS HAD MAINLY MALES OR FEMALES IN IT? (FOR EXAMPLE: ENCOURAGE BOYS TO TAKE SHORT-HAND, ENCOURAGE GIRLS TO TAKE INDUSTRIAL ARTS)	___	___	___
26.	DISCOURAGE YOU FROM PURSUING A CAREER BECAUSE THE PEOPLE IN THAT FIELD ARE OF THE OPPOSITE SEX?	___	___	___
27.	DISCUSS WITH STUDENTS OF BOTH SEXES ARMED SERVICES OPPORTUNITIES?	___	___	___
28.	ACTIVELY SEEK ATHLETIC SCHOLARSHIPS FOR BOTH BOYS AND GIRLS?	___	___	___
29.	OFFER TO HELP MEMBERS OF BOTH SEXES EQUALLY TO LOCATE MATERIALS ON CAREERS?	___	___	___

		YES	NO	DOES NOT APPLY TO ME
30.	EXPLAIN (OR STATE WHY) SOME COURSES ARE MORE IMPORTANT FOR ONE SEX THAN THE OTHER? (FOR EXAMPLE: BOYS NEED MATH AND SCIENCE FOR COLLEGE)	____	____	____
31.	SPEAK AS IF BOYS ARE MORE LIKELY THAN GIRLS TO GO ON TO COLLEGE?	____	____	____
32.	POINT OUT HOW CAREER MATERIALS STEREOTYPE MALES AND FEMALES?	____	____	____

ADMINISTRATOR'S CHECKLIST

Description

The Administrator's Checklist is a yes/no questionnaire being developed to give administrators feedback on their specific sex-fair/ sex-biased behaviors in an educational setting.

Individual items are scored 0 if sex-biased behaviors are reported and 1 if not reported. (Some items are scored in reverse.) The items have been checked for content validity. The present form is being tested for item discrimination and reliability.

Purpose

Pre-post reported behavioral changes of administrators. Also used for administrators to self-assess their behaviors.

Directions for administering are included with directions for administering the counselors' checklist.

WORKING MATERIALS/ 79

PROJECT MOVE DRAFT/79 Male ____ Female ____

CHECKLIST FOR ADMINISTRATIVE BEHAVIOR

DIRECTIONS: Do not put your name on this paper. Below are a number of questions about the ways an Administrator may treat males and females differently. Your answers to these questions will not affect you in any way. We are asking for your help to assure that males and females are treated equally in your school. Please indicate your sex in the place provided above.

Respond to the questions below by marking a yes or no in the space provided to the right of the question, depending on whether you have seen this administrator ever display the particular behavior. Please answer each question, and mark only one answer for each question.

Does your administrator ever:	yes	no
1. talk in a different way when addressing a male than when addressing a female?	____	____
2. hire a male secretary, male nurse, male food service person, male home economics teacher, or female industrial arts teacher, etc.?	____	____
3. administer more severe punishment to boys than girls?	____	____
4. have different standards or expectations for male student behavior than female student behavior?	____	____
5. appoint members of one sex more frequently than the other sex to chair committees and meetings?	____	____
6. approve new courses which would be "unisex" or of interest to both male and female students?	____	____
7. act more pleasant to members of one sex than the others?	____	____
8. give more gymnasium time to male sports than to female sports?	____	____
9. have the same safety rules for both boys and girls?	____	____
10. give more responsibility to boys than girls?	____	____
11. use words that make jobs sound like they can only be done by one sex? For example: mailman for mail carrier, policeman for police officer?	____	____
12. treat grievances presented by males more seriously than those presented by females?	____	____
13. encourage students to consider non-traditional occupations?	____	____
14. demand the same requirements of all students (i.e. work habits, behavioral attitudes, etc.)?	____	____
15. show more acceptance when girls become emotionally upset than when boys become emotionally upset?	____	____

		yes	no
16.	encourage students to pursue courses of interest regardless of whether the course is predominantly male or female (i.e. secretarial, auto mechanics, drafting, etc.)	____	____
17.	expect boys to use more profanities than girls?	____	____
18.	give more personal encouragement for success to one particular sex?	____	____
19.	make any announcements that particularly single out boys or girls and not the student body as a whole?	____	____
20.	respond to an "angry" father's concerns more readily than to a "hysterical" mother's?	____	____
21.	encourage both male and female students to be leaders (i.e. run for office in student groups)?	____	____
22.	assign teachers of both sexes to courses which have been traditionally taught by one sex (for example: assign both sexes to teach typing and I.A.)	____	____
23.	always appoint a boy whenever something heavy must be lifted or moved?	____	____
24.	indicate that girls' sports are as important as boys' (i.e. equal and fair timing for practice in available facilities)?	____	____
25.	give the same punishment to males and females when they break the rules?	____	____
26.	have the same health rules for boys and girls?	____	____
27.	have the same dress requirements for male and female teachers?	____	____
28.	deal with boys' problems, but not with girls' problems, in front of others?	____	____
29.	allocate an equal percentage of the budget to male sports as to female sports?	____	____
30.	Give encouragement to members of one sex more than members of the other sex?	____	____

QUICK QUIZ ON TITLE IX

Description

"Quick Quiz on Title IX" (12 true/false items) This quiz was designed mainly to use as a way of increasing awareness and developing knowledge of Title IX legislation. It is used for introducing the topic and as a basis for studying and disucssing the legislation. It is also used by class members to identify the level of knowledge of other teachers.

Purpose

To increase awareness of Title IX parameters, and to identify ones own understanding and knowledge of the legislation.

Key

All items are true.

CHECK ONE *

____Male

____Female

A QUICK QUIZ ON TITLE IX

True or False

____ ____ 1. All public educational institutions must have grievance procedures for resolving student and employee complaints alleging discrimination on the basis of sex.

____ ____ 2. Any individual or group may file a complaint with the federal government charging an institution with discrimination.

____ ____ 3. Each educational institution was to have completed a self-evaluation and have appointed an employee to coordinate efforts for complying with Title IX.

____ ____ 4. Admissions may not be based upon quotas for either sex, preference for one sex, ranking applicants separately by sex, marital or family status.

____ ____ 5. Toilets, locker rooms, shower facilities, classes dealing with human sexuality, and contact sports may be separated by sex.

____ ____ 6. A public vocational high school specializing in operating heavy industrial equipment cannot give preference to males on the grounds that jobs for females are scarce.

____ ____ 7. An educational institution may not use tests or other appraisal and counseling materials which use different materials for each sex.

____ ____ 8. A student or employee may not be discriminated against on the basis of pregnancy, parenthood, or being the head of household or principal wage earner in a family.

____ ____ 9. Though equal expenditures for separate-sex sports is not required, equal opportunity is.

____ ____ 10. The federal legislation does not give specifications for sex-fair textbooks and curriculum materials.

____ ____ 11. If an institution is found to have practiced sex discrimination in recruitment or hiring, it must recruit members of the sex against which it has discriminated to overcome effects of past discrimination.

____ ____ 12. Educational institutions are required to have records available demonstrating that they are complying with the requirements of the law.

* From Farris, C. J., Expanding Adolescent Role Expectations, 1978

TITLE II OR TITLE IX QUIZ

Description

"Title II or Title IX?" is a 10 item questionnaire which asks the respondent to indicate if the statements are provisions of Title IX or of Title II of Education Amendments of 1976 (Vocational Education). Used as a class or learning packet activity along with the "Quick Quiz on Title IX". Also used by class members to identify the level of knowledge of other teachers.

Purpose

Measurement of knowledge, awareness activity and self check for distinctions between the two pieces of legislation.

TITLE IX OR TITLE II?

Listed below are 10 items which are specific provisions of either Title IX of the Education Amendments of 1972 or Title II of the Education Amendments of 1976 (Vocational Education). Read each statement and determine which piece of legislation would apply.

_____ 1. Using different criteria based on sex for admitting males and females into auto mechanics class.

_____ 2. Having single sex clubs such as an all male Future Farmers of America.

_____ 3. Requiring states to develop five-year vocational education program plans which include specific steps for eliminating sex discrimination.

_____ 4. A program priority of consumer and homemaking education for both males and females.

_____ 5. Developing programs and securing funds for vocational training programs for homemakers who have experienced divorce or separation from their spouses.

_____ 6. Guidance counselors channeling males into industrial arts and females into home economics.

_____ 7. Each state agency designating a person who has responsibility for reducing sex bias and discrimination in vocational education.

_____ 8. Developing and securing resources for an inservice training program on how to reduce sex bias and discrimination for vocational education instructors.

_____ 9. Not allowing a certificated male to teach child development or a qualified female to teach carpentry because of their sex.

_____ 10. Assigning students to apprenticeships or work experience programs solely on the basis of their sex.

TITLE IX OR TITLE II?

Key

Listed below are 10 items which are specific provisions of either Title IX of the Education Amendments of 1972 or Title II of the Education Amendments of 1976 (Vocational Education). Read each statement and determine which piece of legislation would apply.

IX 1. Using different criteria based on sex for admitting males and females into auto mechanics class.

IX 2. Having single sex clubs such as an all male Future Farmers of America.

II 3. Requiring states to develop five-year vocational education program plans which include specific steps for eliminating sex discrimination.

II 4. A program priority of consumer and homemaking education for both males and females.

II 5. Developing programs and securing funds for vocational training programs for homemakers who have experienced divorce or separation from their spouses.

IX 6. Guidance counselors channeling males into industrial arts and females into home economics.

II 7. Each state agency designating a person who has responsibility for reducing sex bias and discrimination in vocational education.

II 8. Developing and securing resources for an inservice training program on how to reduce sex bias and discrimination for vocational education instructors.

IX 9. Not allowing a certificated male to teach child development or a qualified female to teach carpentry because of their sex.

IX 10. Assigning students to apprenticeships or work experience programs solely on the basis of their sex.

KNOWLEDGE QUIZ

Description

Knowledge Quiz (true/false questions on changing labor force and family). This quiz was developed to sample educators' knowledge of changes in the labor force and family. It has gone through various revisions and is used for pre-assessment and as an awareness and learning activity with classess and other groups.

Various ways it can be used include:

-Providing 1 or 2 of the items on the daily attendance sheet.

-Having students research the answers.

-Using as a basis for discussion to see if small groups can agree on what they believe to be the answers, and to discuss the changes that have occurred within the past 30 years.

-Determine degree of knowledge of other teachers in order to assist class members in planning and implementing change strategies.

Purpose

To pre-assess knowledge of individuals and groups, to compare groups and to increase interest in and understanding of societal changes that support the need for sex equity.

Instructions: The following are either true or false statements about work, families and sex stereotyping. Please circle the T for each one you believe is True and F if you believe the statement is False.

T F 1. A majority of women work because of economic need.

T F 2. Women have a much higher absentee rate from their jobs.

T F 3. Males tend to have more difficulty than females in expanding their roles beyond traditional expectations.

T F 4. The majority of families are supported solely by the father's income.

T F 5. The average woman worker is slightly less educated than the average man worker.

T F 6. More young men than women believe the woman's place is in the home.

T F 7. Today more than half of all women between 18 and 64 years of age are in the labor force.

T F 8. The single woman is usually employed for 40 or less years.

T F 9. The average age at which young people marry today has not changed significantly in the past 15 years.

T F 10. A majority of women who leave work to have children return to work.

T F 11. Women change jobs more often than men.

T F 12. From 1970 to 1976, there was a 33 per cent increase in households maintained only by women.

T F 13. Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

T F 14. The average number of people per household today is four people.

T F 15. Employed women are offered fewer positions of responsibility than employed men.

T F 16. When wives work outside the home, their husbands spend significantly more time on household chores.

T F 17. The employment of mothers leads to juvenile delinquency.

T F 18. In 1976, one out of every five children under eighteen years of age lived in one- parent families.

T F 19. Most men who have worked for women supervisors do not complain about working for a woman.

T F 20. The average woman worker earns less than three-fifths of what a man does, even when each works full time.

Answers to Knowledge Quiz

1. T A majority of women work because of economic need.

   Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3000 a year. Another 4.7 million had husbands with incomes between $3000 and $7000. The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7386 in autumn 1972. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

2. F Women have a much higher absentee rate from their jobs.

   A Public Health Service study of worktime lost by persons 17 years of age and over because of illness or injury shows an average of 5.6 days lost by women and 5.3 days lost by men during the calendar year in 1967. Significant differences were noted between men and women in the amount of time lost because of acute or chronic illness. Women lost an average of 3.7 workdays because of acute illness, whereas men averaged just 3.3 days away from work for this reason. On the other hand, men were more likely than women to be absent because of chronic conditions such as heart trouble, arthritis, rheumatism and orthopedic impairment. -U.S. Dept. of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969.

3. T Males tend to have more difficulty in expanding their roles beyond traditional ones than females do.

   Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways. There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype. It appears to be more difficult for males than females to unlearn stereotyped behaviors. -Mussen, P.H. "Long-term Consequences of Masculinity on Interests in Adolescents." Journal of Consulting Psychology, 1962.

4. F The majority of families are supported solely by the father's income.

   In a survey conducted in 1972, the husband was the only wage earner in less than 3 out of 8 husband-wife families. In 49% of husband-wife families, both husband and wife were wage earners. Only 36% were supported solely by the husband's income. -U.S. Dept. of Commerce, Bureau of the Census, 1975.

5. F The average woman worker is slightly less educated than the average man worker.

   Between men and women workers, the gap in average (mean) years of schooling completed has been narrowing and has almost disappeared. By 1973 the corresponding means were 12.1 among women workers and 12.0 among men workers. A smaller proportion of women workers than of men were in the lowest educational groups. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1975.

6. T More young men than young women believe the woman's place is in the home.

   Survey research indicates that more adolescent males than adolescent females believe homemaking and child rearing are the responsibilities of women and that "a woman's place is in the home." -Entwisle, D.R. and Greenburger, E. "A Survey of Cognitive Styles in Maryland Ninth Graders: IV Views of Women's Roles," Psychological Abstracts, 1971, and Youth, 1976, N.Y., Educational Services, American Council of Life Insurance, 1976.

7. T Today more than half of all women between 18 and 64 years of age are in the labor force.

   54% of all women 18-64 years of age are in the labor force. Statistics also indicate that more than 60% of all women between the ages of 20 and 24 are participating in the labor force. Up to the age of 55 at least 50% of all women are participating in the work force. The trend is for younger women to join the labor force at an earlier age. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1974.

8. F The single woman is usually employed for 40 years or less.

   The expected work life of a woman is closely related to her marital status and the number of children she has. In the large group of women who enter the labor force by age 20, the relatively small number who never marry have a worklife expectancy of 45 years. This is about 10 years longer than for those women in the group who marry but have no children and about 2 to 3 years longer than for those who become widowed or divorced. -U.S. Dept. of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969.

9. F The average age at which young people marry today has not changed significantly in the past 15 years.

   The median age at which young people marry is changing, particularly among young women. By 1976, 72% of 19-year-old girls were single as compared to 60% in 1960. Among 20 to 24 year olds of both sexes, more than 62% of the males and 42% of the females were single in 1976, compared to 53% of males and 28% of females in 1960. -U.S. Bureau of the Census, "Marital Status and Living Arrangements: 1976." Series P-20, No. 306, Washington, D.C.: Government Printing Office.

10. T A majority of women who leave work to have children return to work.

    In 1974, 54% of 15.8 million mothers of children 6 to 17 were in the work force. This figure would have been higher if included were mothers who return to the labor force after their children had grown up or passed the age of 18. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1975.

11. F Women change jobs more often than men.

    The worklife pattern of women - with many working for a few years after school, leaving the labor force for

marriage, and particularly childbearing, and returning to the labor force after their children are grown or reach school age - would tend to increase their labor force turnover. Some studies have indicated that turnover rates for women are higher than those for men. However, it can be argued that comparison of the overall difference in women's and men's rates of labor force turnover fails to take account of the influence of skill level of the job and length of service with employer, and the level of pay for the job or occupation. Comparisons of the absenteeism and labor turnover rates of women and men need to be related to those of women and men in comparable jobs and circumstances if they are to be meaningful. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1968.

12. T From 1970 to 1976, there was a 33% increase in households maintained only by women.

There was a 33% increase in households maintained only by women, from 1970 to 1976. -U.S. Bureau of the Census, "Households and Families by Type: 1976," Series P-20, No. 296, Washington, D.C.: Government Printing Office.

13. T Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

If all the married women, which does not include single working women, stayed home and unemployed men were placed in their jobs, there would still be 17.3 million unfilled jobs. However, most unemployed men do not have the education or the skills to qualify for many of the skilled jobs held by working women, such as secretaries, teachers, nurses and clerical workers. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

14. F The average number of people per household today is 4 people.

In 1960, the average household had 3.3 people, and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. -U.S. Bureau of the Census, "Households and Families by Type: 1976," Series P-20, No. 296, Washington, D.C., Government Printing Office.

15. T Employed women are offered fewer positions of responsibility than employed men.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1973.

16. F When wives work outside the home, their husbands spend significantly more time on household chores.

A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed. (Household work is defined broadly to include all home activities producing goods and services used by the family.) On the average, employed wives spend less time on household work than unemployed ones, but considerably more time than husbands. Both males and females continue in traditional roles though more females than males are assuming additional roles. -The General Mills American Family Report 1976-1977: Raising Children in a Changing Society. Minneapolis, Minn.: General Mills, Inc. 1977 and Walker, K.E. "Homemaking Still Takes Time." Journal of Home Economics, 1969, 61, 8.

17. F The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1973.

18. T In 1976, one out of every five children under eighteen years of age lived in one-parent families.

In 1976, only 4 out of 5 (80%) of all children under 18 lived with two parents (at least one of whom was a natural parent) compared to 88% in 1960. The decline was greater among blacks, with less than half living with two parents in 1976. Of the 20% who did not live with two parents, most were living with their mothers. -U.S. Bureau of the Census, 1976 Statistical Abstract of the U.S., Washington, D.C.: Government Printing Office.

19. T Most men who have worked for women supervisors do not complain about working for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

20. T The average woman worker earns less than three-fifths of what the average man worker does, even when each works full-time.

Women who worked full-time had median usual weekly earnings of $124 in May 1974. This was about 61% of the $204 reported for men. Between May 1967 and 1974, the median weekly earnings of women, in current dollars, increased by about 59% - from $78 to $124. However, when the effects of price changes are removed (the Consumer Price Index rose by about 46% between May 1967 and 1974), the rise in weekly earnings was relatively slow. For example, when measured in dollars of constant (1967) purchasing power, median weekly earnings of full-time women increased by about 11% (in constant dollars) during the same period. The gap between women's and men's earnings widened slightly between 1967 and 1974. In 1967 women's usual earnings were more than 62% of men's; in 1974 they were less than 61%. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1975.

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YOUTH GROUP SURVEY

Description

This is a two part questionnaire. Part one consists of ten true/false items which sample knowledge of changes in employment, family, marriage, and relationships between these for men, women and both sexes.

The second part consists of twelve statements to measure attitudes about employment, family and marriage plus education and social activities.

The statements were written in Likert fashion.

Because of the number of areas of knowledge being tested by the knowledge quiz, the instrument was considered as multi-factor and therefore a test-retest rather than a split-half procedure was used to obtain estimated reliability. A group of thirty-one vocational-occupational students responded twice to the test with ten days between testings. Total score test-retest reliability obtained was .55 (Pearson product moment correlation). A minimum reliability of .50 is recommended for evaluating group accomplishment. With the exception of one item, reliability of items ranged from .55 to .87.

Reliability obtained for the attitude test using the equal length Spearman-Brown formula was .62. Though higher estimated reliabilities would have been desirable for both parts of the survey, the obtained estimates were considered fairly adequate in respect to the limited number of items, the many factors measured by both parts and in terms of the purpose of the survey.

Purpose

To determine if the knowledge and attitudes of class member students are traditional or expanded. Class members use the results to assess their students' knowledge and attitudes and to plan and implement activities with students for facilitating more expanded role expectations of students.

Results of a random survey of 1,200 New York State Youth Club members based on the instrument is reported in Farris, C.J. Vocational and Youth Group Members Knowledge and Attitude Concerning Expanding Roles. Project MOVE, 1978.

YOUTH GROUP SURVEY

CHECK ONE: MALE ____ FEMALE ____

CIRCLE ONE: GRADE: 6 7 8 9 10
11 12

01 02 03

INSTRUCTIONS: THE FOLLOWING ARE EITHER TRUE OR FALSE STATEMENTS ABOUT WORK, FAMILIES, AND THE PLACE OF WOMEN AND MEN IN SOCIETY. PLEASE CIRCLE THE T FOR EACH ONE YOU BELIEVE IS TRUE AND F IF YOU BELIEVE THE STATEMENT IS FALSE.

T F	1.	THREE OUT OF FOUR TEENAGE MARRIAGES END IN DIVORCE.	04
T F	2.	TODAY, MARRIED COUPLES ARE HAVING MORE CHILDREN THAN MARRIED COUPLES DID THIRTY YEARS AGO.	05
T F	3.	THE TYPICAL WOMAN WORKER MAKES 40% LESS MONEY THAN A MAN DOES, EVEN WHEN EACH WORKS FULL TIME.	06
T F	4.	WHEN WIVES ARE EMPLOYED OUTSIDE THE HOME, THEIR HUSBANDS SPEND A GREAT DEAL MORE TIME ON HOUSEHOLD CHORES.	07
T F	5.	MOST UNEMPLOYED MEN DO NOT HAVE THE EDUCATION OR THE SKILLS NEEDED FOR MANY OF THE JOBS WOMEN HAVE.	08
T F	6.	MOST MEN WHO HAVE WORKED FOR A WOMAN SUPERVISOR DO NOT COMPLAIN ABOUT WORKING FOR A WOMAN.	09
T F	7.	MOST WOMEN WHO LEAVE WORK TO HAVE CHILDREN NEVER RETURN TO THEIR JOBS.	10
T F	8.	IN THE PAST TEN YEARS, MORE WOMEN ARE LEAVING WORK FOR MARRIAGE AND CHILDREN.	11
T F	9.	ONE OUT OF EVERY FIVE CHILDREN UNDER EIGHTEEN YEARS OF AGE LIVES WITH ONE RATHER THAN BOTH PARENTS.	12
T F	10.	WOMEN MISS WORK MORE OFTEN THAN MEN DO.	13

INSTRUCTIONS: THE FOLLOWING SENTENCES DESCRIBE ATTITUDES TOWARD MEN AND WOMEN IN SOCIETY THAT DIFFERENT PEOPLE HAVE. THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS. YOU ARE ASKED TO EXPRESS YOUR FEELINGS ABOUT EACH STATEMENT BY INDICATING WHETHER YOU (AS) AGREE STRONGLY, (AM) AGREE MILDLY, (DM) DISAGREE MILDLY, OR (DS) DISAGREE STRONGLY, BY CIRCLING YOUR RESPONSE.

1.	WOMEN EARNING AS MUCH AS THEIR DATES SHOULD PAY THEIR SHARE OF THE EXPENSE WHEN THEY GO OUT TOGETHER.	AS	AM	DM	DS	14
2.	IT IS MORE IMPORTANT FOR A SON THAN A DAUGHTER TO BE ENCOURAGED TO TRAIN FOR AN OCCUPATION.	AS	AM	DM	DS	15
3.	A WIFE SHOULD BE EXPECTED TO HELP SUPPORT A FAMILY.	AS	AM	DM	DS	16
4.	I COULD NEVER THINK HIGHLY OF A MAN WHO STAYS HOME TO BE THE HOMEMAKER.	AS	AM	DM	DS	17
5.	I LIKE HAVING CERTAIN STUDENT CLUBS ONLY FOR BOYS AND OTHERS ONLY FOR GIRLS.	AS	AM	DM	DS	18
6.	IT IS AS IMPORTANT THAT FEMALE STUDENTS LEARN HOW TO EARN A LIVING AS IT IS FOR MALES.	AS	AM	DM	DS	19
7.	IT IS MORE DISGUSTING FOR WOMEN TO SWEAR THAN IT IS FOR MEN.	AS	AM	DM	DS	20
8.	A MAN SHOULD EXPECT TO HELP WITH THE HOUSEWORK.	AS	AM	DM	DS	21
9.	THERE ARE SOME JOBS FOR WHICH MEN SHOULD BE HIRED OR PROMOTED OVER WOMEN.	AS	AM	DM	DS	22
10.	GIRLS ARE NO MORE LIKELY TO GET HURT IN A SHOP CLASS THAN ARE BOYS.	AS	AM	DM	DS	23
11.	IT IS IMPORTANT THAT MALE STUDENTS AS WELL AS FEMALE STUDENTS LEARN HOMEMAKING AND CHILD CARE SKILLS.	AS	AM	DM	DS	24
12.	THERE ARE THINGS THAT BOYS ARE CAPABLE OF LEARNING THAT GIRLS CANNOT LEARN.	AS	AM	DM	DS	25

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KEY FOR SCORING

YOUTH GROUP SURVEY

CHECK ONE: MALE ____ FEMALE ____

CIRCLE ONE: GRADE: 6 7 8 9 10 11 12

INSTRUCTIONS: THE FOLLOWING ARE EITHER TRUE OR FALSE STATEMENTS ABOUT WORK, FAMILIES, AND THE PLACE OF WOMEN AND MEN IN SOCIETY. PLEASE CIRCLE THE T FOR EACH ONE YOU BELIEVE IS TRUE AND F IF YOU BELIEVE THE STATEMENT IS FALSE.

(T) F	1.	THREE OUT OF FOUR TEENAGE MARRIAGES END IN DIVORCE.
T (F)	2.	TODAY, MARRIED COUPLES ARE HAVING MORE CHILDREN THAN MARRIED COUPLES DID THIRTY YEARS AGO.
(T) F	3.	THE TYPICAL WOMAN WORKER MAKES 40% LESS MONEY THAN A MAN DOES, EVEN WHEN EACH WORKS FULL TIME.
T (F)	4.	WHEN WIVES ARE EMPLOYED OUTSIDE THE HOME, THEIR HUSBANDS SPEND A GREAT DEAL MORE TIME ON HOUSEHOLD CHORES.
(T) F	5.	MOST UNEMPLOYED MEN DO NOT HAVE THE EDUCATION OR THE SKILLS NEEDED FOR MANY OF THE JOBS WOMEN HAVE.
(T) F	6.	MOST MEN WHO HAVE WORKED FOR A WOMAN SUPERVISOR DO NOT COMPLAIN ABOUT WORKING FOR A WOMAN.
T (F)	7.	MOST WOMEN WHO LEAVE WORK TO HAVE CHILDREN NEVER RETURN TO THEIR JOBS.
T (F)	8.	IN THE PAST TEN YEARS, MORE WOMEN ARE LEAVING WORK FOR MARRIAGE AND CHILDREN.
(T) F	9.	ONE OUT OF EVERY FIVE CHILDREN UNDER EIGHTEEN YEARS OF AGE LIVES WITH ONE RATHER THAN BOTH PARENTS.
T (F)	10.	WOMEN MISS WORK MORE OFTEN THAN MEN DO.

INSTRUCTIONS: THE FOLLOWING SENTENCES DESCRIBE ATTITUDES TOWARD MEN AND WOMEN IN SOCIETY THAT DIFFERENT PEOPLE HAVE. THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS. YOU ARE ASKED TO EXPRESS YOUR FEELINGS ABOUT EACH STATEMENT BY INDICATING WHETHER YOU (AS) AGREE STRONGLY, (AM) AGREE MILDLY, (DM) DISAGREE MILDLY, OR (DS) DISAGREE STRONGLY, BY CIRCLING YOUR RESPONSE.

* Scored in Reverse

		Weighted Scores
	1. WOMEN EARNING AS MUCH AS THEIR DATES SHOULD PAY THEIR SHARE OF THE EXPENSE WHEN THEY GO OUT TOGETHER.	AS 3 AM 2 DM 1 DS 0
*	2. IT IS MORE IMPORTANT FOR A SON THAN A DAUGHTER TO BE ENCOURAGED TO TRAIN FOR AN OCCUPATION.	AS 0 AM 1 DM 2 DS 3
	3. A WIFE SHOULD BE EXPECTED TO HELP SUPPORT A FAMILY.	AS 3 AM 2 DM 1 DS 0
*	4. I COULD NEVER THINK HIGHLY OF A MAN WHO STAYS HOME TO BE THE HOMEMAKER.	AS 0 AM 1 DM 2 DS 3
*	5. I LIKE HAVING CERTAIN STUDENT CLUBS ONLY FOR BOYS AND OTHERS ONLY FOR GIRLS.	AS 0 AM 1 DM 2 DS 3
	6. IT IS AS IMPORTANT THAT FEMALE STUDENTS LEARN HOW TO EARN A LIVING AS IT IS FOR MALES.	AS 3 AM 2 DM 1 DS 0
*	7. IT IS MORE DISGUSTING FOR WOMEN TO SWEAR THAN IT IS FOR MEN.	AS 0 AM 1 DM 2 DS 3
	8. A MAN SHOULD EXPECT TO HELP WITH THE HOUSEWORK.	AS 3 AM 2 DM 1 DS 0
*	9. THERE ARE SOME JOBS FOR WHICH MEN SHOULD BE HIRED OR PROMOTED OVER WOMEN.	AS 0 AM 1 DM 2 DS 3
	10. GIRLS ARE NO MORE LIKELY TO GET HURT IN A SHOP CLASS THAN ARE BOYS.	AS 3 AM 2 DM 1 DS 0
	11. IT IS IMPORTANT THAT MALE STUDENTS AS WELL AS FEMALE STUDENTS LEARN HOMEMAKING AND CHILD CARE SKILLS.	AS 3 AM 2 DM 1 DS 0
*	12. THERE ARE THINGS THAT BOYS ARE CAPABLE OF LEARNING THAT GIRLS CANNOT LEARN.	AS 0 AM 1 DM 2 DS 3

40

EVALUATION ACTIVITIES PERFORMED BY CLASS PARTICIPANTS

Description

Using random sampling techniques learned in the course, the class members select a sample of their target group. Class members administer one or more of the following instruments to their sample.

What Do You Feel (measures attitudes about expanding roles)

Knowledge Quiz (measures knowledge of changing work force and family)

Quick Quiz on Title IX (measures knowledge of legislation about sex equity)

Title IX, Title II (measures knowledge of legislation about sex equity.)

This activity provides some base line data for class members to use when planning activities and projects for facilitating change with selected target groups.

Purpose

Class participants are able to assess the knowledge and attitudes of the target group their project is directed at and "use" this information in selecting and implementing strategies for change.

LEARNING PACKET LOG WORKSHEETS

Description

Each of the nine learning packets contains a log worksheet which class members complete and hand in. The log worksheet requests evaluative ratings and comments about readings and assignments, number of contacts made since the last class and questions, concerns, etc. on which class members wish feedback.

Purpose

Evaluative responses of participants on the logs concerning the various components of the learning packets are tallied and/or summarized and used as a basis for yearly revisions of the learning packets.

Contacts

The number of contacts made by each class member since the last class is reported on the logs. One means of assessing the impact of the course is the number of monthly contacts reported by participants. Contacts include teachers, administrators, students, and others with whom participants discuss the course topics and/or carry out activities. On the average, each course participant has made approximately 500 contacts during the course. This has resulted in a class of 30 making about 15,000 contacts in terms of discussing the issues and/or doing activities with students, teachers, administrators, parents, friends, etc.

The logs are also used for formative evaluation of the activities and progress of participants and returned to provide feedback to them. Items for the Project MOVE BULLETIN are also obtained from the logs.

-EXAMPLE-

NAME _____

LOG WORKSHEET #3

CLASS _____

1. READINGS	GREAT	SOME	NONE	VALUE COMMENTS
"The Family in Transition"	___	___	___	_____
"How Men Are Changing" (Newsweek)	___	___	___	_____
"Women Working: Toward a New Society"	___	___	___	_____
"Women at Work" (Wall Street Journal)	___	___	___	_____
"Changes in Family Roles, Socialization and Sex Differences" (Hoffman)	___	___	___	_____
"The Changing American Family"	___	___	___	_____
"Who is the Real American Family"	___	___	___	_____
"Does the Working Mother Hurt Her Children?"	___	___	___	_____
"Does Equality for Women Have to Threaten Men?"	___	___	___	_____
"Effective Group Behavior" (Miles)	___	___	___	_____
Reading in Joining Together	___	___	___	_____
"Principles of Change"	___	___	___	_____
"Past Trends in Sex-Role Attetudes"	___	___	___	_____
"The Focused Interview"	___	___	___	_____
"Steps in Executing a Survey"	___	___	___	_____
"How to Take a Survey or Poll"	___	___	___	_____
"Project Guidelines"	___	___	___	_____
"Guide for Developing a Project Proposal"	___	___	___	_____

2. LP CONTENT OVERALL RATING: ___EXCELLENT ___GOOD ___FAIR ___POOR

3. CONTACTS SINCE LAST GROUP MEETING
(Coop. Ext. Agents substitute "co-worker" for "teacher," "youth" for "students".)

#of teachers with whom you have shared course materials or discussed course information: ___# of voc./occ. teachers (of these, # of new contacts: ___); ___# of other teachers, guidance counselors (of these, # of new contacts: ___)

# of administrators you have discussed the course topics with: ___# of administrators (of these, # of new contacts: ___)

# of students you have discussed course topics with: ___# of students (of these, # of new contacts: ___)

# of others, such as parents, friends, etc: ___# of others (of these, # of new contacts: _

4. ACTIVITIES

	VALUE: GREAT	SOME	NONE	COMMENTS
"Leadership Observation Form"	____	____	____	____
"Classroom Teaching Checklist" worksheet	____	____	____	____
"Observation form for Examples of Behaviors that can be Sex Stereotypic in Nature"	____	____	____	____
"Interview of Title IX Coordinator/ Administrator"	____	____	____	____
"Collecting and Summarizing Your Survey Data"	____	____	____	____

What are some of the resources you sent for that you have received?

_____

_____

5. FEEDBACK

Are there any questions or problems you've encountered that you think would be helpful to you and others if discussed during course time? Please explain:

_____

_____

The part of this LP I learned the most from was_____

The least useful/informative portion of this LP was_____

If you have discovered/developed activities related to sex roles or found a very good resource, please describe. (We need items for the project bulletin).

_____

_____

_____

Explain one or more things you are going to do to increase group cohesiveness of the class.

_____

_____

_____

*Note: Attach a copy of your preliminary statement of the problem and objectives for your course project.

LEARNING PACKET SELF-ASSESSMENTS

A list of questions is provided for each learning packet which class members use as a study guide and for self-assessment of the learning packet contents and assignments. These questions are frequently discussed during class and sometimes handed in for feedback from instructors.

-EXAMPLE-

L.P. #9 Self Assessment

List 5 common myths about the ERA.

List 5 common myths about the ERA.

How will the ERA effect:
- . protective labor laws?
- . divorce?
- . the draft?
- . privacy?
- . abortion laws?

What are 8 of the priority areas identified for mini-grant proposals?

List 3 materials which address proposal writing and obtaining grants.

What are 2 reference tools one might use to determine to which foundation (there are more than 26,000) one should apply?

Identify 3 possible sources of funding for projects and proposals dealing with sex equity.

List 3 critical quidelines for grant writing.

Power has many definitions - one is the ability of a person to get others to behave in a particular way or to carry out certain actions. What are 5 examples of power-orientated behavior individuals exhibit in a group?

L.P. 9 con't

Behavioral scientists have identified six possible bases (sources) of a person's power: ability to reward and to coerce, legal postion, capacity as a referent, expertise and information. How would you define each source of power?

Power is seldom distributed equally among members of a group. Typically there are high-power and low-power people within groups. List 3 strategies each type of group might employ.

List the 5 basic steps in the problem-solving process.

What are 5 blocks to problem-solving effectiveness?

PROJECT STATUS REPORT

Description

This report form is used in evaluating the projects/proposals of class members. Class members report on the following components of their projects:

Objectives

Steps (Methods) for reaching objectives

Current Status or Results to date

Expected Final Outcomes/Dates

Purpose

Assessment of class member projects during the implementation and/or evaluation stage. Examples and a summary of these reports are included in the final report to NYSED, and are used to assess the courses, in respect to the objectives of Project MOVE.

Example

Activity Sheet 1

PROJECT STATUS REPORT

Name(s) _____

Title CREATING AWARENESS OF TITLE IX

Date 3/1/78 to 6/22/78

School Dryden High School

I. Objectives	II. Steps (Methods) for Reaching Objectives	III. Current Status; Results to Date	IV. Expected Final Outcomes/Dates
1. To increase teachers' knowledge of Title IX rights and responsibilities	- distribute one-page informational sheet on Title IX - place grievance procedure in faculty room	- by 3/15/78 several comments of approval and interest made by teachers - by 5/27/78 some policy changes on hiring were being discussed	- Policy on hiring "spou of employee" may be changed by 9/1/78.
2. To obtain support of Academic Council	- explain project - met monthly to continue discussion of topic	- Did 3/14/78 - Concluded 6/ 6/78	
3. To increase teachers' knowledge of changes in labor and family and implications for educating students	- Administer Knowledge Quiz and discuss results in small group meetings	- concluded 5/30/78	
	- Vocational teachers survey students using Knowledge Quiz	- results mailed to Cornell	
	- Show filmstrip on "When You Grow Up" to small group meetings - Provid materials on sex-fair education techniques.		
4. To establish a file on Title IX and TitleII in school library	- consult Librarian	- by 6/10/78 agreed to accept materials and make available to teachers and students by 9/30/78	- 9/15/78 File availabl on Title IX, II, and Sex Stereotyping in Library.

Example

I. Objectives	II. Steps (Methods) for Reaching Objectives	III. Current Status; Results to Date	IV. Expected Final Outcomes/Dates
. To inform District Superintendent of our project on creating awareness of Title IX	- Met with Dist.Supt. who is also Title IX Repres.	- by 3/1/78 determined that Dryden was in compliance with Title IX	
	- Meet prior to 6/30/78 to inform the Dist.Supt. of our findings	- have tentatively set a meeting for 6/28/78	- During the next 5 year sex-fair education should be incorporated in grades K to 12
. To increase students' nowledge of changing roles nd effects of stereotyping	- Propose to English and Social Studies faculty that they include a unit on sex stereotyping in their curriculum	- by 6/1/78 had met with ,Dept. Chairpersons and members	
	- Propose to guidance people that concepts of changing and expanded roles be incorporated into the career resource center for students.	- by 6/1/78 materials reviewed for sex-fair image	
	- Examine interest and aptitude tests for sex-fair education	- by 6/1/78 examined and recommendations made	

GROUP GROWTH EVALUATION FORM

Description

The Group Growth Evaluation Form is a 17 item instrument to measure group cohesion and includes the climate of the group, data flow, goal information, problem solving and control. All of the items are answered on a scale of 1 to 7 (1 = the characteristic is never displayed, 7 = the charactertistic is displayed all the time).

It is administered at the beginning and again at the completion of the course. The device provides a means of assessing the group members' perceptions of the working relationships and cohesiveness of the group.

Purpose

To assist in determining the types and amounts of group cohesion activities to include in class session. Also, to determine the growth of classes in respect to group cohesion by comparing the pre and post results

The comparison provided information on the development of working relationships and cohesiveness of the group and serves as an indicator of the effectiveness of the facilitory leadership component of the course.

GROUP GROWTH EVALUATION FORM

Code Name _____

Because one of the objectives of this course is to expand leadership and communication skills, the functioning of your group as a team becomes an area for meaningful consideration. Since we are nearing the end of our course, we are interested in how you feel about your group.

NOTE: After completing this form, please bring it with you to the next class meeting.

GROUP-GROWTH EVALUATION FORM

DIRECTIONS: RATE YOUR GROUP ON EACH CHARACTERISTIC. USE RATING FROM 1 TO 7 WITH 7 AS THE HIGHEST RATING.

7=Displayed this characteristic all of the time
4=Sometimes displayed this characteristic (or 1/2 the time)
1=Never displayed this characteristic

CLIMATE

1 2 3 4 5 6 7 (1) Individuals are treated as human beings, not as impersonal members of the group.

1 2 3 4 5 6 7 (2) We are a close group.

1 2 3 4 5 6 7 (3) This group displays cooperation and teamwork.

1 2 3 4 5 6 7 (4) Membership in this group is aiding the personal growth of the group members.

1 2 3 4 5 6 7 (5) There is a sense of trust and confidence in all of the members of this group.

1 2 3 4 5 6 7 (6) Members of this group show supportive behavior toward each other.

1 2 3 4 5 6 7 (7) Membership in this group is a satisfying experience.

1 2 3 4 5 6 7 (8) One can achieve a sense of accomplishment from membership in this group.

DATA FLOW

1 2 3 4 5 6 7 (9) Members are willing to share information with other members of the group.

1 2 3 4 5 6 7 (10) Group members feel free to discuss relevant personal experiences with others.

GOAL INFORMATION AND PROBLEM SOLVING

1 2 3 4 5 6 7 (11) Group goals are more important in this group than individual ones.

1 2 3 4 5 6 7 (12) This group uses cooperative constructive methods in problem solving, rather than a competitive approach.

1 2 3 4 5 6 7 (13) Problems are dealt with as they arise rather than being ignored and postponed.

1 2 3 4 5 6 7 (14) Individual needs and desires are reflected in the formulating of the goals of this group.

CONTROL

1 2 3 4 5 6 7 (15) This group allows little to intefer with its responsibility for getting a job done.

1 2 3 4 5 6 7 (16) The group can be manipulated by one member.

1 2 3 4 5 6 7 (17) The group tries to manipulate individuals.

CLASS EVALUATIONS

Description

Short evaluation forms are used at the conclusion of most class sessions. Various forms are used, including open ended statements, continua, or semantic differential items. The responses from each class are summarized and provided to the team that teaches the course.

Purpose

Participants' responses provide the teaching staff with a basis for assessing their teaching and planning for future classes.

Examples of Class Evaluation Forms

Class Evaluation #4

1. The most interesting part of today's class was _____

_____

2. As a result of today's class I feel _____

_____

3. The aspect of the class that I am most concerned about is _____

_____

4. For me to participate in the class was _____

_____

5. Because of today's class I want to _____

_____

Class Evaluation #8

Relationships with other people in the class might be improved if _____

_____

The most frustrating part of this course in my contacts with individuals outside this class is _____

_____

The thing that I'm most uncertain about in this course is _____

_____

If I had to describe in one word how we function as a group it would be _____

COURSE EVALUATION
(used end of two semesters)

Description

The Evaluation form consists of three parts. The first part includes a set of 23 continua items which inquire about factors such as:

interest in course
amount of work
learning packets
class sessions
teaching staff
readings
grading
objectives met
expectations
value for professional growth
type and amount of feedback

The second part requests written comments concerning how the course objectives were or were not implemented and part three asks for other feedback.

Purpose

This summative evaluation technique has provided the data base for continuous assessment, modification and improvement of the learning packets and class sessions.

Feedback of most classes has been very positive, with over half of items receiving positive feedback of 80% or better. Areas with very high scores include: interest level, tolerance of staff, appropriate materials, willingness of staff to help, objectives corresponding with outcomes, course expectations fulfilled, course aid in increasing effectiveness in professional role, independent thinking being developed and encouraged.

Part I
___1st semester
___2nd semester

NO NAME PLEASE

SUNY College of Technology
811 Court Street
Utica, New York 13502
Project MOVE
Department of Vocational-Technical Education

Evaluation
VTE 697, 491

Instructions: The following questions are to be answered using a 5-point scale where "1" and "5" will be defined and "3" always stands for the midpoint. For example, if a course is slightly below the midpoint in a given aspect, write a "2" for that item. Write an "0" if the question does not apply to this course.

_____ 1. Did the course stimulate your interest in the subject?
1= destroyed interest; was boring — 5= stimulated great interest

_____ 2. How much independent thinking did the course demand?
1= no thinking required — 5= thinking always required

_____ 3. Was the staff tolerant of other viewpoints?
1= allowed no contradiction of his/her viewpoint — 5= welcomed differences in viewpoint

_____ 4. Were appropriate materials selected for the learning packets?
1= inappropriate — 5= needs of students very evident in selection of material presented

_____ 5. Was the presentation of material in learning packets organized?
1= congested; disorganized — 5= clear; organized

_____ 6. How valuable were class sessions?
1= very valuable — 5= little or no value

_____ 7. Was the staff willing to help students who had difficulty?
1= seemed unwilling to help — 5= seemed interested in being helpful

_____ 8. How would you rate the amount of reading required for the course?
1= much too light — 5= much too heavy

_____ 9. Overall, how much did the assignments add to the value of the course?
1= nothing; useless exercises — 5= a great deal; I learned from the work

_____ 10. Was the feedback on assignments adequate?
1= too little feedback — 5= very instructive

_____ 11. Is the grading procedure of satisfactory-unsatisfactory for the course suitable?
1= very suitable — 5= very unsuitable

_____ 12. Did the stated objectives of the course correspond with the outcome?
1= no agreement between announced objectives and what was taught — 5= considerable agreement between announced objectives and what was taught

_____ 13. Did the course fulfill your expectations in terms of what you wished to learn?
1= not at all — 5= the course fully met my expectations

_____ 14. The amount of effort I invested in this course was:
1= much less than for most of my courses — 5= much more than for most of my courses

(OVER)

_____ 15. The amount of work required for this course, in relation to other courses giving the same number of credit hours, was:
1= much less than for most of my courses
5= much more than for most of my courses

_____ 16. The difficulty level of this course was:
1= much easier than for most of my courses
5= much harder than for most of my courses

_____ 17. My interest level in this course, in comparison to other courses I have taken:
1= much lower than in other courses
5= much greater than in other courses

_____ 18. The amount I learned in this course, in comparison to other courses I have taken:
1= much less than in other courses
5= much more than in other courses

_____ 19. The value of this course to my professional education, in comparison to other courses:
1= much less than from other courses
5= much more than from other courses

_____ 20. Overall, my opinion of this course is:
1= very poor course
5= an excellent course

_____ 21. Do you believe the course will help you be more effective in your professional role?
1= not at all
5= a great deal

_____ 22. Do you feel there were enough options provided for individual interests and needs?

_____ 23. If provided the opportunity, would you take another course from the instructor/staff?
1= not at all
5= very definitely

Anonymous
(no name-either real or code-necessary)

COURSE EVALUATION

PART II

The objectives for the first and second semester courses are listed below. On the lines below each objective, please comment on whether the objectives were acommplished either in the classes or via the learning packets.

Please respond with more than a "yes" or "no." Cite the general type of activity or material which was helpful in meeting the objectives. If you think the course laced something it should have contained in regard to a particular objective, state what you think should/could have been done.

Course Objectives

Class members will:

1. assume responsibilities for meeting the requirements of Title IX and the new 1976 Vocational Education Legislation, as well as recent New York State education policies.

   Comments: _____

   _____

   _____

   _____

2. have up-to-date information about the preparation that adolescents need to meet changing work and family roles.

   Comments: _____

   _____

   _____

   _____

3. use classroom teaching techniques and activities to help adolescents develop realistic work and family expectations.

   Comments: _____

   _____

   _____

   _____

4. be knowledgeable about critiquing and preparing educational materials for sex-fair education.

   Comments: _____

5. develop facilatory leadership, communication, and team member skills that can increase their effectiveness in working with young people and adults.

   Comments: _____

6. be responsible for collecting data that could be used for program planning, obtaining funding and for completing certain aspects of required State Education Department reports.

   Comments: _____

7. develop increased understanding and appreciation of the roles, responsibilities, and contributions of the various vocational subject matter areas and of guidance and counseling.

   Comments: _____

8. develop increased understanding, communication and cooperation between the BOCES faculty and facilities of junior and senior high schools.

   Comments: _____

9. be responsible for serving as a resource person, sharing course information and materials with other faculty and administrators.

Comments: _____

_____

_____

_____

10. be trained to provide programs and workshops on these topics for their students and faculty.

Comments: _____

_____

_____

_____

11. develop, implement and evaluate projects for facilitating change within their programs, and possibly within their school system.

Comments: _____

_____

_____

_____

COURSE EVALUATION:

PART III

I think the class sessions:

_____ were spaced adequately

_____ were scheduled too often (How often would you have preferred? _____)

_____ were scheduled too infrequently (How often would you have preferred? _____)

The materials in the learning packets were divided into four general categories: Background Information on Sex Bias, Communication/Leadership, Approaches to Change, and Evaluation.

Please evaluate the learning packet materials in the four component areas below:

Background Information

___Adequate
___Too Little
___Too Much

Comments:

(OVER)

Change

___Adequate
___Too Little
___Too Much

Comments:

Communication/Leadership

___Adequate
___Too Little
___Too Much

Comments:

Evaluation

___Adequate
___Too Little
___Too Much

Comments:

I would have liked to have seen more emphasis on _____.
Why? _____
_____

I would have liked to have seen less emphasis on _____.
Why? _____
_____

General Comments about the course:

_____
_____
_____
_____
_____
_____

FOLLOW-UP SCHOOL PROGRESS REPORT

Description

A school progress report form is sent to class participants approximately four to five months after completion of the course. It has items asking about:

1. Comparison of faculty, staff and student awareness of sex bias before and after the course.
2. Comparison of school commitment to and activities for sex equity before and after participation in the course,
3. Comparison of class participant's involvement with sex equity activities before and after the course.
4. Determination of whether or not class participants have or are implementing a wide variety of activities for achieving sex equity.
5. Rating how well the course objectives were met.
6. Further project results.
7. Determination of any changes in male and female enrollment patterns.

Purpose

To aid in assessing the impact that participation in the course has had on them, their students and their school. Also, to provide information to the project staff as to which areas and objectives need more emphasis during the delivery of the course.

Did you complete? __CSE 607(1st semester)
__CSE 608(2nd semester)

Name _____

FOLLOW-UP SCHOOL PROGRESS REPORT

PROJECT MOVE

MAXIMIZING OPTIONS IN VOCATIONAL EDUCATION

"Before" refers to before you took the Project MOVE Course(s) (CSE 607 & CSE 608).

I.	BEFORE TAKING THE COURSE				AT PRESENT			
	Great	Some	Little	None	Great	Some	Little	None
1. How would you describe the general atmosphere of receptiveness of your school to complying with laws regarding sex bias/descrimination?								
Administration	___	___	___	___	___	___	___	___
Faculty	___	___	___	___	___	___	___	___
Students	___	___	___	___	___	___	___	___
Parents	___	___	___	___	___	___	___	___
2. How would you describe the amount of activities/attention to sex equity given by:								
Administration	___	___	___	___	___	___	___	___
Faculty	___	___	___	___	___	___	___	___
Students	___	___	___	___	___	___	___	___

II. For the following items, respond yes/no for both the Before and Now columns	Before taking class		Now	
	Yes	No	Yes	No
School District Staff Only - Not BOCES				
1. Notices posted and/or circulated about Title IX?	___	___	___	___
2. Faculty informed of grievance procedure?	___	___	___	___
3. Title IX committee established?	___	___	___	___
4. Recommendations made in Title IX self-evaluation carried out?	___	___	___	___
BOCES ONLY				
1. Sex-equity committee established?	___	___	___	___
2. Activities in BOCES sex-equity plan carried out?	___	___	___	___
3. Faculty informed of BOCES sex-equity plan?	___	___	___	___
4. Faculty involved in sex-equity plan or status report?	___	___	___	___
ALL				
1. Program for workshop provided for faculty on sex equity legislation?	___	___	___	___
2. Any Title IX complaints filed?	___	___	___	___

III. Personal Leadership Responsibilities or Positions Relative to Sex Equity	Before taking class		Now	
	Yes	No	Yes	No
1. Personal involvement in student enrollment committee?	___	___	___	___
2. Personal involvement in advisory committee on sex equity (Title IX)?	___	___	___	___
3. Personal involvement in curriculum development committee?	___	___	___	___
4. Personal involvement in textbook selection committee?	___	___	___	___
5. Title IX Officer or other Admin. position?	___	___	___	___

Other (please explain briefly): _____

IV. Sex Equity Project Activities Since Starting The Course (other than class project activities)
FOR THE ITEMS BELOW, MARK A PLUS (+) FOR THOSE ACTIVITIES YOU HAVE DONE OR ARE DOING, AND A CHECK (✓) FOR THOSE YOU ANTICIPATE DOING.

_____ REVISED CLASS MATERIALS TO BE SEX-EQUITABLE

_____ OBTAINED ADDITIONAL RESOURCES ON SEX EQUITY FOR THE LIBRARY

_____ OBTAINED ADDITIONAL A-V RESOURCES RELATED TO SEX EQUITY

_____ FILED A TITLE IX COMPLAINT

_____ DISTRIBUTED/SHARED RESOURCE MATERIALS WITH OTHERS

_____ CONDUCTED ACTIVITIES ON THE TOPIC WITH YOUR CLASSES

_____ REVISED CURRICULUM FOR SEX EQUITY

_____ ADDED TOPIC OF SEX EQUITY TO OWN CURRICULUM

_____ HAD STUDENTS IMPLEMENT ACTIVITIES RELATED TO SEX EQUITY SUCH AS WRITING LETTERS TO TEXTBOOK COMPANIES

_____ MET WITH SPECIAL GROUPS (COUNSELORS, CURRICULUM, TEXTBOOK, TITLE IX COMMITTEES, ETC.)

_____ OBTAINED RESOURCES ON SEX EQUITY FOR CLASSROOM USE

_____ SERVED ON COMMITTEES CONCERNED WITH SEX EQUITY

_____ CONDUCTED PROGRAMS OR WORKSHOPS ON TOPIC WITH FACULTY, PARENTS AND/OR STUDENTS

_____ DISTRIBUTED QUESTIONNAIRES OR SURVEYS ON SEX EQUITY TO FACULTY, STUDENTS, OTHERS

_____ DEVELOPED AND DISTRIBUTED A SEX EQUITY NEWSLETTER OR OTHER INFORMATION RESOURCE

_____ HAD A PUBLICITY CAMPAIGN ON THE ISSUE OF SEX BIAS/DISCRIMINATION FOR STUDENTS, PARENTS, FACULTY, ETC.

_____ PERSONALLY CONTACTED MEDIA PUBLISHERS ABOUT SEXIST MATERIALS

_____ AIDED IN IMPLEMENTATION OF SEX-FAIR HIRING PRACTICES

_____ DETERMINED THAT ALL SCHOOL PUBLICATIONS CONTAINED A STATEMENT ON ANTI-DISCRIMINATION POLICIES

_____ DISCUSSED SEX-EQUITY ISSUES WITH FACULTY AND ADMINISTRATORS

_____ DEVELOPED BULLETIN BOARD OR DISPLAYS ON SEX STEREOTYPING, NONTRADITIONAL CAREER OPPORTUNITIES FOR STUDENTS, ETC.

_____ SET UP AND PUBLICIZED A RESOURCE CENTER FOR SEX EQUITY

_____ PLACED RESOURCES ON SEX EQUITY IN FACULTY ROOM

_____ PROVIDED STUDENTS NONTRADITIONAL TO YOUR CLASSES WITH AN OPPORTUNITY FOR LAB AND WORK EXPERIENCE

_____ REQUESTED FEEDBACK ON YOUR OWN SEX-FAIR TEACHING BEHAVIOR FROM STUDENTS CURRENTLY ENROLLED IN YOUR CLASSES

_____ LABELED MATERIALS AS BEING SEX-FAIR OR SEX-BIASED

_____ FACILITATED OR CONDUCTED CONTEST FOR STUDENTS ON SEX EQUITY (E.G. POSTER, SPEECH, SLOGAN, ETC.)

_____ ARRANGED RAP SESSION FOR STUDENTS NONTRADITIONAL TO YOUR CLASSES

_____ HAD PEOPLE IN NONTRADITIONAL CAREERS/ROLES AS GUEST SPEAKERS OR AS CLASSROOM RESOURCES

_____ MET WITH POTENTIAL STUDENTS TO EXPLAIN POSSIBILITIES FOR NONTRADITIONAL COURSE CHOICES

_____ CHANGED COURSE TITLES AND/OR CURRICULUM TO INCREASE ATTRACTIVENESS TO STUDENTS NONTRADITIONAL TO THE SUBJECT

_____ OTHER (PLEASE EXPLAIN BRIEFLY) _____

_____

V. COURSE OBJECTIVES

PLACE A PLUS (+) NEXT TO THE OBJECTIVES YOU FEEL WERE FULLY ACHIEVED AS A RESULT OF THE COURSE, A CHECK (✓) NEXT TO THOSE YOU FEEL WERE PARTIALLY ACHIEVED AND A MINUS (-) NEXT TO THOSE NOT ACHIEVED. (COURSE OBJECTIVES ARE STATED IN TERMS OF COURSE PARTICIPANTS BEING MEMBERS OF A TEAM.)

_____ DEMONSTRATING IN-DEPTH KNOWLEDGE OF LEGISLATION, CAUSES AND EFFECTS OF SEX-ROLE STEREOTYPING AND SOCIETAL CHANGE

_____ DEMONSTRATING UNDERSTANDING OF ATTITUDES AND OVERT AND COVERT BEHAVIORS RELATED TO SEX-ROLE STEREOTYPING AND BIAS

_____ CARRYING OUT BASE LINE DATA COLLECTIONS AND NEEDS ANALYSIS FOR PLANNING DISTRICT ACTIVITIES

_____ DEVELOPING OBJECTIVES FOR CHANGES IN SEX STEREOTYPING WITHIN YOUR EDUCATIONAL UNIT

_____ APPLYING KNOWLEDGE OF CHANGE AND PROGRAM PLANNING IN DEVELOPMENT OF PLANS OF ACTION FOR USE IN YOUR SCHOOL OR DISTRICT

_____ APPLYING KNOWLEDGE OF CHANGE AND LEADERSHIP SKILLS IN IMPLEMENTATION OF PLANS OF ACTION WITHIN YOUR SCHOOL OR DISTRICT

_____ ADAPTING AND IMPLEMENTING DATA COLLECTION PROCEDURES FOR EVALUATION OF YOUR PROJECT PLAN AND ACTIVITIES

_____ PREPARING A COMPREHENSIVE STATUS REPORT ON THE RESULTS OF YOUR ACTIVITIES AND EFFORTS

VI. SINCE YOU SUBMITTED YOUR PROJECT STATUS REPORT, WHAT STEPS FOR REACHING YOUR PROJECT OBJECTIVES HAVE YOU CARRIED OUT OR COMPLETED? (PLEASE RESPOND IF YOUR FINAL PROJECT WAS NOT COMPLETED AT TIME THE STATUS REPORT WAS SUBMITTED, OR IF YOUR PROJECT HAS BECOME AN ON-GOING ACTIVITY.)

HOW SUCCESSFUL DO YOU FEEL YOUR FINAL PROJECT WAS?

WHAT EVIDENCE DO YOU HAVE FOR THIS?

WHAT FACTORS CONTINUED TO BE BARRIERS TO YOUR PROGRESS IN THE ELIMINATION OF SEX BIAS IN YOUR SCHOOLS? PLEASE LIST BELOW:

VII. FOR TEACHERS OF SUBJECT MATTER IN WHICH ONLY ONE SEX TRADITIONALLY WAS ENROLLED: PLEASE COMPLETE THE FOLLOWING:

	LAST YEAR	THIS YEAR
TOTAL ENROLLMENT FOR YOUR COURSES	_____	_____
TOTAL # OF NONTRADITIONAL STUDENTS IN YOUR COURSES	_____	_____

WHAT IS THE SUBJECT AREA YOU TEACH? _____

ENROLLMENT FIGURES

Description

A form is sent to each individual school represented in the course four to five months after completion of the course. The information requested is: the increase in enrollment of nontraditional students in various subjects (for example, girls in auto mechanics), the number of single-sex classes, as well as the number of mixed vocational/occupational and physical education classes in the school.

Purpose

To assess the changes taking place in enrollment in schools as a result of faculty participation in the course.

Because of the difficulty in obtaining complete data, the time needed to have major enrollment changes occur, and the possibility of other variables operating, the generalizability of results is limited. Increases in enrollment of nontraditional students seem to be most apparent in home economics.

School Name _____

ENROLLMENT FIGURES

This form is being sent only to one individual from each school (you). Please complete it as accurately as possible and return it to us with the other follow-up materials in this packet. If you are not able to complete this form, please ask another individual in your building who can complete it to do so, and then return it to us.

We need this information for our final report (and continued funding), so it is imperative that this form be completed.

Please report the following information for any vocational classes which have had a shift in enrollment:

	School year 77-78		School year 78-79	
	no. of all-male classes	no. of all-female classes	no. of all-male classes	no. of all-female classes
How many single-sex classes in your school?	_____	_____	_____	_____
How many mixed voc/occ and phys. ed. classes in your school?	_____		_____	

Please list any classes that have had an increase in enrollment of students of sex nontraditional to subject:	1977-78 increase in # of non-trad students	1978-79 increase in # of non-trad students
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part of Project MOVE's activities for next year will involve having former class members serve as resource people to various groups. Your response to the Follow-Up School Progress Report will help us in setting up a network of resource people.

Thank you for your cooperation.